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ABSTRACT

The major purpose of the pre-occupational track of Manitoba's ABE program is to enable students to get first-hand information about the world of work and to get information about themselves that will assist them in crystalizing an occupational choice. The program is designed to move students from an Awareness stage through an Exploration stage to a Preparation stage. Unit I consists of activities where students become aware of the implications of different occupational choices, where they explore a series of career clusters, and where they learn decision making skills and use them in expressing an occupational preference. Unit II, the exploration stage, enables the student to find out first-hand whether the role required by a worker in the occupation preferred is one that he/she would want to adopt. In Unit III, a student who has crystalized an occupational choice will be given assistance in implementing that choice by helping him find a job, obtaining on-job-training, or enrolling in the necessary training program. Those implementing this program are urged to experiment with the activities suggested and adapt them to meet the needs of their particular students. (Author/PC)

ED103765

DRAFT RESOURCE BOOK FOR

DEVELOPMENT OF
PRE-OCCUPATIONAL SKILLS

IN THE ADULT BASIC EDUCATION
PROGRAM OF MANITOBA'S COMMUNITY COLLEGES

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R3C 0V8

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UNIT I

ITEM A

IMPLICATIONS OF VARYING OCCUPATIONAL CHOICES

INTRODUCTION

The major purpose of the pre-occupational track of Manitoba's ABE program is to enable students to get firsthand information about the World of Work and to get information about themselves that will assist them in crystallizing an occupational choice. The program is based on the model contained in Figure I which represents a developmental approach to career decision making.

The Model

The model is based on the assumption that occupational choice is part of the career developmental process which is viewed as one aspect of human development. Knoll (1970) suggests that career development is a continual process of compromising between the limitations and reality opportunities of the world of work and the knowledge one has about one's self. Bailey (1971) states that career development includes all work-relevant experiences and activities before and after entry into an occupation. Occupational choice, therefore, is only a part of the process. Proponents of the theory of career development as opposed to those who support the trait factor theory of occupational choice suggest that in every occupation there are people possessing a variety of personal traits, while every person is equally suited to a variety of occupations (Zaccania, 1970). Trait factor theorists maintain and operate on the basis that for each individual there is one specific occupation for which he/she is especially suited and the purpose of assistance in occupational choice is to determine what this occupation is.

The purpose of this program is to assist the person in finding an occupation with which he/she will be satisfied and which will meet his/her needs. For most people there will be a number of possible occupations available to them at the time they will be in the program. It is hoped that this occupation will not be viewed as the ultimate but rather that it is seen as a part of the individual's ongoing career development process.

The program is designed to move students from an Awareness stage through an Exploration stage to a Preparation stage. Unit I consists of four main areas of activity; 1) students first will become aware of the implications of different occupational choices through an examination of the life style or role required by various occupational choices, 2) Students will gain an understanding of their strengths and weaknesses, 3) concurrently students will explore a series of career clusters which will provide them with an understanding of the World of Work, and 4) students will learn decision making skills and use them in expressing an occupational preference. Crites (1969) suggests that an occupational preference is an expression of what a possible future occupation might be and differs from occupational choice which is an intention to enter a specific occupation and from occupational aspiration which is fantasizing what an occupation might be.

Upon expression of an occupational choice arrangements will be made for students to engage in a real exploration of an actual work situation. The major purpose of the exploration is for the student to find out firsthand whether the role required by a worker in the occupation preferred is one that he/she would want to adopt. This will be done by assigning students to a specific worker on a buddy system and having the student observe the worker and the role required of him/her for a three to five-day period. Students may also be given the option of exploring an occupational training program in a similar manner subsequent to the work exploration if they wish to find out what is involved in training for the preferred occupation. This exploration system is based on the concept that real experiences are a great deal more meaningful to the student than the vicarious experiences -- reading pamphlets and other sources of occupational information, listening to tapes, watching films and film strips, etc.- that are usually the major part of career decision programs.

Upon completion of the occupational exploration activities the student should be counselled on an individual basis by the person who is primarily responsible for this part of their program. Examples of those who would counsel are the teacher in a rural area, pre-occupational track coordinator in an urban setting, a college counsellor, or a combination if possible. The purpose of this counselling is to assist the student in determining if he/she is ready to move towards an occupational choice, either the occupation explored or one that is from the same cluster and similar in nature. The student who is ready is then at the stage where he/she has made a tentative occupational choice and proceeds to study job search techniques on a group basis and to make indepth study of the occupation on an individual basis. The student who is not ready to make a tentative occupational choice will return to Unit I and study another career cluster and engage in the exploration of another occupation.

Upon completion of the job search technique and indepth study of the occupation activities the student should have either crystallized her/her occupational choice or else be recycled through the process. A student who has crystallized his/her occupational choice will then be given assistance in implementing the choice. This will consist of helping him find a job, obtain on-job-training, or enrolling in the occupational training program needed to help him develop entry skills into the chosen occupation. Another important part of the process is giving assistance to the student during the first three months after he has left the program. This assistance will be mainly supportive in nature and is designed to help the student overcome any difficulties he might encounter in coping with his new occupational situation.

The model suggested is a tentative one and the order of the activities would appear to be a logical one. Implementers, however, should feel free to experiment with the activities suggested and adapt the program to meet the needs of their students.

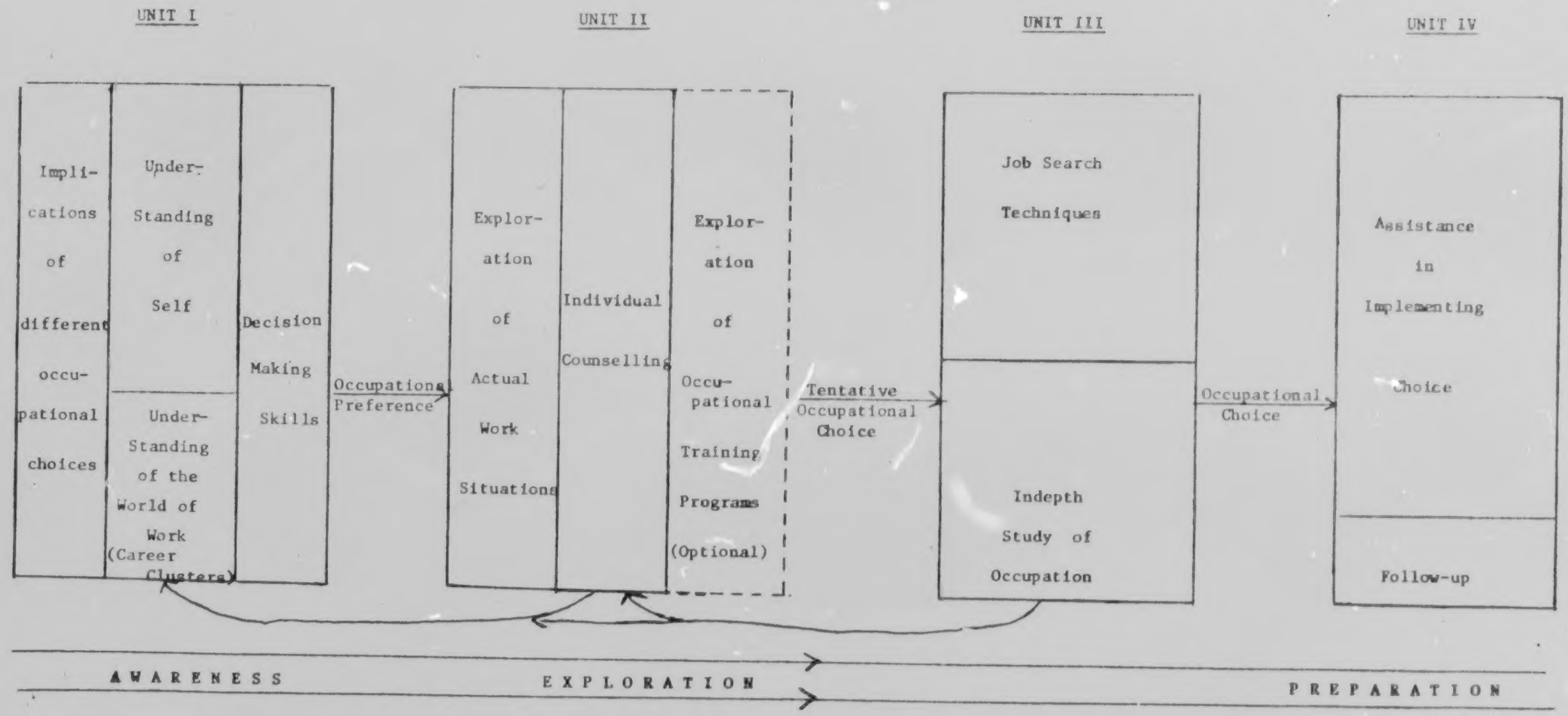
Points to Consider

The following points should be considered in operating the program.

Developing awareness. If possible before starting the students into the program their awareness of the world of work should be increased. This can be done through the use of films, film-strips, television or field trips to large plants or businesses which feature a broad spectrum of occupations.

FIGURE I

A CONCEPTUAL MODEL FOR THE PRE-OCCUPATIONAL TRACK OF MANITOBA'S ADULT BASIC EDUCATION PROGRAM


UNIT I
UNIT II
UNIT III
UNIT IV
Implications of different occupational choices
Understanding of Self
Understanding of the World of Work (Career Clusters)
Decision Making Skills
Occupational Preference
Exploration of Actual Work Situations
Individual Counselling
Exploration of Occupational Training Programs (Optional)
Tentative Occupational Choice
Job Search Techniques
Indepth Study of Occupation
Occupational Choice
Assistance in Implementing Choice
Follow-up
AWARENESS
EXPLORATION
PREPARATION

The focus should be on the broad spectrum of occupations available rather than on a specific occupation. Development of awareness will vary from locale to locale and should be suited to the students and the locale. The Awareness stage should not be viewed as a one shot effort.

Methods. The methods selected for use in the program are based on the concept that the type of student in the program will benefit more from active rather than passive participation. Discussions and real experiences are featured. The program includes some group work, some individual work, and out of school work.

Time frame. The program is designed to run for approximately 50 hours in school and at least one week out of school. The 50 hours in school will be spread over a number of weeks and will be offered concurrently with the other elements in the ABE program.

Instruction orientation. Teachers who will be involved in the delivery of the program will participate in a two to three day orientation to gain an understanding of the program and to become familiar with the materials.

Materials used in the program. The focus of the program was to develop a conceptual model that is appropriate for ABE students. Little attempt was made to develop original materials or resources but rather the program is designed to utilize materials that have already been developed. Some of these have been adapted in an effort to meet the needs of the ABE students.

Purpose of the program. The major purpose of the program is to assist the student to become gainfully employed and to remain employed. The majority of students in ABE programs have not gone on to occupational training courses at institutions and the program should not focus on further institutional training but rather on the many occupations that are available to students on a direct entry basis from an ABE program. Remember the best thing that can happen to a student is for him/her to get a permanent job in the occupation of his/her choice. This can occur at any time in the program - the completion of all parts of the ABE program should not be seen as a necessary pre-requisite for graduation.

UNIT I

ITEM A
101

Subject: To work or not to work

Objective:
1. To provide an opportunity to discuss the merits of working/not working.
2. To determine whether to remain and work in the community or to move and work away from the community.

Format of Activities:

Activity 1. To work or not to work?

Source: Life Skills Coaching Manual
pp 109 - 123
Adapted by L.M. Larson

Time: Approximately 1 hour

See Appendix 'A'

Activity 2. To stay or not to stay?

Source: L.M. Larson

Time: Approximately 50 - 80 minutes

See Appendix 'B'

Conclusions: As appropriate

Related Materials:

Origin:
1. Life Skills Coaching Manual
2. L.M. Larson

Unit I

Item A

101

Activity I: TO WORK OR NOT TO WORK?

1. Read the story of Valentine Hates His Job aloud to the class. Discuss the question raised at the end. Use the video tape, if available.

2. Ask the students some or all of the following questions, some of which could lead to class discussion.

    a) What do you get out of a job besides money?

    b) What satisfaction is there from knowing that you have done a job well?

    c) How important is it to do what you really want to do?

    d) What happens to people you know who enjoy/do not enjoy their work?

    Why do those who do not enjoy their work continue to work?

    Where do they get their satisfaction?

3. Suggest that each person consider whether he/she wants to work/not work, and why.

UNIT I

Item A

101

Activity I

Lesson: Debating the Topic: To Work or Not to Work

Script for Audio-tape: Valentine Hates His Job

As he stood beside the dusty road thumbing a ride, Valentine wasn't sure he had done the right thing in deciding to look for a job in the city. It's true he had often been on welfare in the last few years, but he loved his small town.

"But I am a damn good worker," he said strongly to himself as yet another car roared by, covering him with a cloud of dust. "I may be poor, but I like to be my own boss. What do those guys from Welfare know? They aren't even their own bosses, but they tell me I got to work -- at any old job. My wife don't even understand."

He became so gloomy that he almost turned to go back home when a farmer stopped and offered a ride. He hesitated, gulped and got in.

Valentine eventually found a place to stay and registered with the Manpower office. Within a few days they phoned and said they had a job sweeping floors. Valentine took it and showed up for work the next morning.

His supervisor gave him a broom, showed him where to begin and left. No one paid much attention to him after that, except to yell at him. The constant noise bothered him and he didn't like taking

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orders from everyone. The pay wasn't much, compared to other jobs, but it was better than Welfare. And it was nice to be able to say, "I have a job at the Mill," even though he didn't feel he was doing much.

As time went on, Valentine decided he wasn't really happy. There did not seem to be much purpose in his work; besides, he felt his job was looked down on by those same people who had told him he must work. Finally he decided that they must have made a job for him to get him off Welfare. Funny though, he thought, "They didn't make any jobs high up." In his mind he would shout at the Welfare Worker, "What kind of lousy job is this? You creeps can have it. It's no good for me."

But Valentine plugged away at it. He figured he'd likely never be promoted, since he had hardly any education, but he wasn't going to pack it up yet. The way he figured it, the guys that he saw running around in the white shirts making all the money weren't very happy either. He heard them complaining that they 'had no say', that their jobs were boring. He noticed they had to follow orders just like he did.

"What is everybody killing themselves for," he wondered, "if they don't even feel that what they are doing is worth something besides a pay cheque? There must be something good about steady work that I don't understand yet." He kept working for the money, still trying to figure out the whole thing, but he missed his friends and family back home.

One day, at the beginning of summer, he watched almost sadly as he saw some men getting ready to go fishing. Someone even teased him about "making good in the big city." "To hell with it," he thought suddenly, "why should I stick at this lousy job? Perhaps I could get another job, one I'd like!" But Valentine worried that any job he could get wouldn't be much different. The thought of staying sickened him, but he was undecided. He didn't like being called a bum and having his wife and friends nagging him about being lazy.

Just then Valentine noticed a friend looking at him curiously. He decided to tell him his problem and ask his advice. He explained his thoughts about not liking the job in spite of the money -- and about how he liked being on his own much better.

"Do you think I should stay here at a job I hate, or should I pack it up? I've got to decide pretty quick."

If you were his friend, what would you advise?

SOURCE: Life Skills Coaching Manual

pp 116 - 7

Unit I

Item A

101

Activity 2 TO STAY OR NOT TO STAY

Method

1. Break into groups of three or four
2. List the reasons for staying in the community to work (approximately 10 minutes)
3. Discuss the advantages and disadvantages of remaining (15 - 20 minutes)
4. List the reasons for leaving the community
5. Discuss the advantages and disadvantages of leaving (15 - 20 minutes)
6. Each person take time to consider his/her own position with respect to remaining in/leaving the community to work.

Unit I

ITEM A

102

Subject: PERSONAL ROLES

Objective: To provide an opportunity to identify various roles and the way that time and money are spent as they are related.

Format of Activities

Activities 1 - 3 Identifying Personal Roles

Source: TRANDS, CREATING A CAREER, JULY, 1974

Time: Approximately 3 - 50 minute sessions

See Appendix A

Conclusions: As appropriate

Related Materials:

Origin: 1. TRANDS, Creating a Career, July, 1974.

Activity 1: Exercise 1: Ten Persons I Am

1. The instructor first explains that the exercise will help each student to answer the question, "Who Am I?". He should explain that all people fill several roles as they pursue the activities of their everyday lives. A man might be employed in a garage: to the owner he is an employee, to another employee he may be the foreman; at home he is the husband and father; his friends see him one way, work associates yet another. The students are to develop a list of the different roles they fill in their daily lives.

2. Each student tears a sheet of paper into ten pieces about the same size and then writes on each a role he considers important in his life, in the form, "I am a ____________________".

3. Each student examines the ten sheets on which is listed one of the persons he has identified as one of his roles, asking which one would cause the least disturbance if he removed it from his life. The slip of paper is to be placed face up on the table or desk before him. From the remaining nine he is to make the same choice and place this slip on top of the other and so on until he has the role which is most important to him on top. The instructor should also do the exercise with the students.

4. When all students have ranked their roles, the instructor asks them to form a close circle. The instructor will model the behaviour desired from each student by reading the first role he himself discarded, explaining to the group why it was first discarded, then moving to the next, stating why it is where it is and so on, until all ten roles have been exposed and explained. The instructor should display a feeling of trust and emphasize the importance of each role to him. He should display real concern for the roles in his life and the order in which he ranked them, thus helping the students to follow his example.

5. Each student in turn explains his series of roles from least to most important as the instructor has modelled.

During the exercise, the instructor should draw attention to feelings about the stated roles, about involvement, about concern for the right answers, about making choices, and about what has happened in the group. He should support those students who hesitate to read their "Ten Persons" or who have little to say about their feelings when they do read their slips. He might say something like, "We would like to meet the persons you are. Remember, we will not judge the persons you describe and the order you place them in. Your list may help others to find assumptions they make about themselves."

6. After each person has introduced the ten persons in his life, he should list them, placing the most important one at the top, on the form, Who I Am and What I do that Shows It (PFE I). (Student forms are in the Career Planning Workbook.)

The lists are to aid the students in understanding relationships in their own lives, and how these help or hinder in attaining their goals. For this reason each student should be encouraged to make final changes in his list which will make it more useful or accurate, by changing the order, adding new roles, or rewording them if they wish to do so. The finalized lists will help them to identify some of the strengths and inconsistencies in their lives.

102

Activity 2: Ten Ways I Spend My Time and

Ten Ways I Spend My Money

1. Each student will need two sheets of notebook paper. At the top of one he writes, "Ten Ways I Spend My Time" and on the other "Ten Ways I Spend My Money". These lists can be made at the same time, as working on one reminds the person of answers to the other. The list should reflect the person as he usually uses time and money. If he is working toward a goal in his studies, school might be a very important expenditure of both. The students should be told they will not have to tell others of the behaviour they record.

2. After their lists are completed, all students should rank them, not by their importance to the individual but by how much time or money was spent on them during the last month.

3. After they have completed both lists and ranked them, the students should record them on the form, Who I Am and What I Do That Shows It.

Unit 1

Item A

102

Activity 3: Comparison of Roles and Behaviours

1. On the form, Relating Behaviours to Roles, using the information from the form, Who I Am and What I Do That Shows It, each studen lists his ten persons in order in the first column.

2. Then in the spaces following each role, each student writes in the second column the number of each way he spends his time in support of that role. Some behaviours support no roles and should be recorded at the bottom of the form opposite the heading "Supports No Roles".

3. In the same way, each student fills in the third column with ways he spends his money in support of each role and at the bottom if no role is supported.

4. The students then study the relationship between their listed roles and the ways they spend their time and money to note if the roles they listed as most important in their lives are supported by time and money. They may note inconsistencies and make comments like, "It means I have some wrong views of myself; I might have to change some of my behaviours; I have learned some things I did not know; the exercise took me by surprise." They should be congratulated and asked to consider ways of changing their behaviours to fit the roles that they consider important. Some students may want to change their rank ordering of "persons they are" as a result of the exercise.

WHO I AM and WHAT I DO THAT SHOWS IT

TEN PERSONS I AM	TEN WAYS I SPEND MY TIME	TEN WAYS I SPEND MY MONEY

Unit I

Item A

103

Subject: ROLE ANALYSIS

Objective:

1. To identify desired roles and to analyse supporting and hindering behaviours.
2. To identify ways of changing behaviours to make a chosen role possible.

Format of Activities:

Activity I. Identifying Desired Roles

Source: TRANDS, Creating a Career, July, 1974

Adapted by L.M. Larson

Time: Approximately 50 minutes

See Appendix A

Activity 2. Role Analysis

Source: TRANDS, Creating a Career, July, 1974

Adapted by L.M. Larson

Time: Approximately 50 minutes

See Appendix B

RELATING BEHAVIOURS TO ROLES.

TEN PERSONS I AM	THINGS I DO WHICH SUPPORT EACH ROLE	THINGS I SPEND MY MONEY ON WHICH SUPPORT EACH ROLE

Unit I

Item A

103

Activity I: IDENTIFYING DESIRED ROLES

Method

1. Each person lists ten persons he/she wants to be.
2. Number the roles in order from the role he/she could most easily live without as number 10, to the most important role as number 1.
3. Enter the roles in order on the form provided, Relating My Behaviours to My Future.
4. Complete the last 2 columns using the form from the previous lesson as to the behaviours and the ways in which time and money are spent to support the desired roles.
5. Compare the lists as to how the desired roles and the ways time and money are spent to see if the behaviours support/don't support the roles.

UNIT I
ITEM A
103

Appendix A

RELATING MY BEHAVIOURS TO MY FUTURE

Activity I

TEN PERSONS I WANT TO BE	THINGS I DO WHICH SUPPORT EACH ROLE	THINGS I SPEND MY MONEY ON WHICH SUPPORT EACH ROLE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Supports no roles		

Activity 2

Role Analysis

In this exercise students will be given the opportunity to list forces for and against progress towards achievement of a particular role they would like to fill, and they will consider ways in which they can change the course of their lives into more personally satisfying and fulfilling ones.

1. Each student selects his most important role related to family and his most important role related to occupation. If any two family roles are closely related, such as "I want to be a husband" or "I want to be a father", they can be combined into "I want to be a family man", for example. When the two main roles are selected, the students will use the family role in the rest of this exercise and retain the occupational role for use in Topic IV, Unit 3.

2. On Role Analysis Form 1 (PFE IV-1) each student writes in his chosen family role in the space following "I want to be a _____.". Then from the form, Relating My Behaviours to My Future, completed in Exercise 1, he records those behaviours which are "Forces for Progress" and "Forces Against Progress". In addition, he should try to identify other behaviours as strengths and weaknesses which may aid or oppose the satisfactory achievement of the role he has chosen for analysis.

3. On Role Analysis Form 2 (PFE IV-1), using the family role chosen in Step 1, each student then identifies those things which can and cannot be changed. The instructor should first discuss the following points with the class:

    a. Some factors in the lives of all persons can be changed while others are more or less fixed. They may be fixed because the person physically cannot change them or because he does not or will not change them. The purpose of the form is to help each student identify and classify these items.

    b. Students may begin the list by looking at the forces which are against progress, since they may make the goal unattainable. Students may want to consider changing some of them.

    c. As factors are identified which can be changed, the student should ask himself, "What will it cost to make this change? What will I gain if I made this change?".

    d. For the forces which cannot be changed ask, "How will this affect my goal? Is there any way I can make this factor work for me?".

4. Each student then lists the things that he has decided he can change on Role Analysis Form 2 to Role Analysis Form 3 and lists ways of changing them. He should consider both advantages and disadvantages in making his choice of ways to change.

PFE IV-1

ROLE ANALYSIS FORM 1

NAME ______________________________ DATE ______________

I want to be a ______________________________

Problem: In what ways might I make progress towards my roles?

Things for Progress	Things Against Progress
Strengths I Have	Weaknesses I Have
——————→	←——————
——————→	←——————
——————→	←——————
——————→	←——————
——————→	←——————
——————→	←——————
——————→	←——————
——————→	←——————
——————→	←——————
——————→	←——————

ROLE ANALYSIS FORM 2

NAME ______________________________ DATE ______________

I want to be a ______________________________

Problem: What things can I change to make this role possible?

Things That I Can Change	Things That I Cannot Change
→	←
→	←
→	←
→	←
→	←
→	←
→	←
→	←
→	←
→	←

ROLE ANALYSIS FORM 3

NAME ______________________________ DATE ______________

I want to be a ______________________________

Problem: In what ways might I change the things to help me reach my role?

Things That I Can Change	Ways I Can Change Them
→	←
→	←
→	←
→	←
→	←
→	←
→	←
→	←
→	←
→	←

UNIT I

ITEM A

104

Subject: SETTING CRITERIA

Objective: To examine questions which can influence occupational choice.

Format of Activities:

Activity 1. Understanding Criteria

Source: TRANDS. Creating a Career, July, 1974

Adapted by L.M. Larson

Time: Approximately 50 minutes

See Appendix A

Activity 2. Establishing criteria

Source: TRANDS, Creating a Career, July, 1974

Adapted by L.M. Larson

Time: Approximately 50 minutes

See Appendix B

Conclusions: As appropriate.

Related Materials:

Origin: 1. TRANDS, Creating a Career, July, 1974.

Appendix A

UNIT I

ITEM A

104

Activity I: Setting Criteria.

Method: 1. Each person should write or verbally discuss the meaning of 'criteria'.

2. Questions to answer:

a) What are criteria used for?

b) What can each person use to help in setting criteria?

3. Questions to be answered individually or discussed in groups:

a) What are fixed things in my life which I would be unwilling to change?

b) Is there any person or place I do not wish to leave for short or long periods of time?

c) Is there any region where I wish to remain or would not be happy to live in?

d) What do I want from life?

e) Do I want to do light or heavy work?

f) Do I prefer indoor or outdoor activities?

UNIT I

ITEM A

104

Activity 2:

Method:

1. Have a brief discussion of each of the categories on the attached sheet.
2. Give one copy of the sheet establishing criteria to each person.
3. Ask them to list under each category the desired factors to look for in a job in point form.
4. Ask the students to keep the sheet in their file to be used as a general guideline in choosing an occupation.
5. Mention that these criteria are subject to change and should be modified as changes are made in the person's life.

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1. Physical. This could apply to general physical size, coordination strength or endurance. presence of a physical disability including sickness, loss of somebody member. or any physical factor which must be considered before making a choice.

2. Emotional. This concerns one's emotional balance and evenness of make-up and the ability to withstand pressure, noice, crowds. and loneliness.

3. Social. This includes the human contacts a person wishes to maintain to the extent that they determine decisions. They could be contacts with family, friends, groups of associates, or even the desire to be removed from social contacts.

4. Location. The consideration of where the person wants to live: the east, west, populated south, or isolated north: city or farm; whether he wishes to be indoors or outside most of the time.

5. Returns. The consideration of what one expects to receive as a result of his activities. For work, it might be a salary of a certain level, satisfaction of accomplishment, or social status. From leisure activities also most people expect some type of return for investment of time and energy.

6. Physical Activities. The consideration of the amount of physical energy one wishes to expend at work or leisure. The range can be from heavy lifting or a strenuous activity down to where one may be required to use only light physical efforts.

7. Education and Training. This includes a consideration of the possibilities for the level and type of education and training which is attainable by the student.

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UNIT I

ITEM A

104

SECTION 1. ESTABLISHING CRITERIA

PHYSICAL

EMOTIONAL

SOCIAL

LOCATION

RETURNS

PHYSICAL
ACTIVITIES

EDUCATION
and
TRAINING

UNIT I

ITEM B

UNDERSTANDING OF SELF

UNIT I

ITEM B

106

Subject: Terminology for Self Understanding and Job Selection.

Objective: To become aware of the terminology used for self understanding and job selection.

Format of Activities:

NOTE: Activities are suggested in order of usage.

Activity 1. Defining terms

Source: Parnell, Dale et al *Teacher's Guide to SUTOE*
pp 14 - 15, objective 1
Adapted by L.M. Larson

Time: Approximately 50 minutes
See Appendix B

Activity 2. Questions to Consider

Source: Parnell, Dale et al *Teacher's Guide to SUTOE*
pp 18 - 4
Adapted by L.M. Larson

Time: Approximately 50 minutes
See Appendix B

UNIT I

ITEM B

106

Conclusions: As appropriate

Related Materials:

Origin: 1. Teacher's Guide to SUTOE

(Adapted by L.M. Larson)

Appendix A

UNIT I

ITEM B

106

Activity I: DEFINING TERMS

Method:

1. Form groups of 4 - 6 and ask each group to discuss and record their definitions of the following terms:
    - a) success
    - b) aptitudes
    - c) interests
    - d) personality traits
    - e) physical assets
    - f) values
    - g) physical limitations
    - h) achievements or accomplishments
2. Each group appoint a spokesman.

    Have each group join one other group and the spokesman read the definitions aloud.
3. Discussion about the definitions of both groups.
4. Try to compile a list of similarities and differences from the lists.

UNIT I

ITEM B

106

Activity 2: Questions to Consider

Method: I. a) Form groups of 4 - 6, preferably people you have not worked with before.

b) Discuss and record in some way the views of the group on the following questions. Use a 50 minute session for the discussion of each set of three questions:

Set I.

a) How does an individual's aptitude influence job selection and success?

b) How do a person's interests lead to occupational opportunities?

c) What effect do values have on satisfactory job selection and success?

Set II.

a) Why is self understanding of personality traits important to wise job selection?

b) How does awareness of physical assets and limitations contribute to suitable job choices?

c) In what way do past achievements contribute to finding the right job and succeeding in it?

2. Each group appoint a spokesman. Two groups join and the spokesman reads aloud the views as recorded.

3. General discussion of the views of the two groups.

O R

Method 2. The two sets of questions in Method I could be answered verbally or in writing by each individual.

UNIT I

ITEM B

107

Subject: Self Appraisal

Objective: To differentiate, identify and define individual interests, values personality traits, physical assets and limitations and achievemen

Format of Activities:

NOTE: Activities are suggested in order of usage.

Activity 1. Find Your own Interests

Source: Parnell, Dale, et al
Teacher's Guide to SUTOE, June 1969
pp 161 - 3
Adapted by L. M. Larson

Time: Approximately 50 minutes
See Appendix A

Activity 2. Self Evaluation

Source: Parnell, Dale et al
Teacher's Guide to SUTOE
pp 165 - 7
Adapted by L. M. Larson

Time: Approximately 50 minutes
See Appendix B

Conclusions: As appropriate

Related Materials:

Origin: Parnell, Dale et al, Teacher's Guide to SUTOE
Adapted by L. M. Larson

Appendix A

UNIT I

ITEM B

107

Activity I: FIND YOUR OWN INTERESTS

Method 1. Distribute one copy of the attached Survey of Interests to each individual.

Method 2. Ask each person to keep the completed form in his/her own file folder (which should be supplied).

UNIT I
ITEM B
107

Appendix A

SURVEY OF INTERESTS

Name ______________________ Sex ____________ Age ________

I. When at school last my two favorite school subjects were:
1) ____________________ 2) ____________________

II. My three favorite hobbies are:
1) ____

2) ____

3) ____

III. The skill I feel best qualified to perform is: ____________________

IV. The course of study or special training that appeals most to me is:
____

V. I have been told by ________________________________
that I am especially good at ____________________________

VI. Members of my family and/or friends have suggested a career as
____ to
me, and I feel it would be ______________________________
____

VII. The work I would really like to do for a living is ______________
____

Why? ____
____

VIII. Members of my family and/or friends who have done this kind of work are ____________________

____

IX. Jobs that I have held in the past are:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

I liked job number _____ the best.

Job number ______ paid the best.

It seemed I was most useful and learned the most on job number ______.

X. Radio.

A. My favorite radio station is ____________________

B. The programs I listen to most often for pleasure are:

1. ____________________

2. ____________________

3. ____________________

XI. The T.V. programs I prefer are:

1. ____________________

2. ____________________

3. ____________________

Survey of Interests continued.

XII. Check the appropriate column for the following:

	YES	NO
1. Am I the type of person who can follow instructions to the letter?		
2. Do I mind being told how to do a certain thing?		
3. Do I like doing a task exactly the same way each time?		
4. Am I exact in the things I do?		
5. Do I always remain calm when--		
A. Taking a test in school?		
B. Having plans suddenly changed?		
C. Losing an argument?		
D. Losing something important?		
E. Participating in a sporting event?		
6. Do I state my ideas clearly, verbally, and in writing?		
7. Am I accurate in my oral and written work?		
8. Do I enjoy writing?		
9. Do I enjoy speaking?		
10. Do I most enjoy working by myself?		
11. Do I most enjoy working with others?		
12. Do I prefer working outdoors?		
13. Do I enjoy meeting new people?		

	YES	NO
14. Do I enjoy working with my hands?		
15. Would I rather design new products rather than repair old ones?		
16. When I take a permanent job, the beginning salary will be more important than possible future raises.		
17. Advancement, to me, means increasing pay more than status or social acceptability.		
18. Short hours and "good" vacations have more appeal to me than concern about security and retirement.		
19. Am I more concerned about what I think of myself than of what others think of me?		
20. Do I feel more challenged than threatened when confronted with decisions and responsibility.		
21. Does having a job and family appeal to me?		
22. Does it seem important that my wife/husband should hold a job outside the home in order to help the family's standard of living?		

Appendix B

UNIT I

ITEM B

107

Activity 2. SELF APPRAISAL

Method 1. Distribute one copy of the attached Self Evaluation form to each individual.

Method 2. Ask that each person keep the completed form in his/her own file folder (which should have been supplied for Activity 1).

SELF EVALUATION*

Besides obtaining information about careers, occupations, and jobs and the training they require, you need to consider yourself before you can make a decision as to what kind of a career you should choose. It is very important to UNDERSTAND YOURSELF as well as possible. How can you? The answers to two questions would be most helpful.

What do I need to know about myself?
How do I find out?

Consider the following six areas:

1. Your achievements or accomplishments
2. Your interests
3. Your aptitudes
4. Your personality
5. Your values
6. Your physical assets or limitations

Appraise yourself in terms of these personal characteristics. Here are two ways.

1. Experience. The following check list is for your use in evaluating yourself. It is not a test, neither is it complete, but it does provide a way for you to get before yourself on one page some of your own ideas about yourself.

2. Other people's observation of you. Your parents, your friends, classmates, your teachers and others can be very helpful in sharing their appraisal of you. They may evaluate the record you have made. They may also tell you what reaction they have to you as a person. Perhaps you will want to show them your completed check list.

---

* Adapted from State of Hawaii, Department of Education.

UNIT I

ITEM B
107

MY ACHIEVEMENTS

How well have I done in:	Very Well	Well	Fair	No Exp.
Science				
Mathematics				
Sports				
Communications				

How well have I done in:	Very Well	Well	Fair	No Exp.
Local government				
Specify other activities				
Mechanical work				
Office jobs				
Selling jobs				
Manual labor				

MY INTERESTS

How well do I like:	Very Much	Some	Very Little	No Basis
[illegible]				
Mathematics				
Music, art, and literature				
Hobbies - specify				

How well do I like:	Very Much	Some	Very Little	No Basis
Serving People				
Persuading people				
Planning and organizing				

MY APTITUDES

How good am I at:	Very Good	Good	Fair	No Exp.
Forming mental pictures				
Sizing up a situation quickly				
Using figures and symbols				
Speaking before groups				

How good am I at:	Very Good	Good	Fair	No Exp.
Reading and writing				
Solving problems by reasoning				
Speed and accuracy in assembling				
Drawing and Painting				

MY PERSONALITY

I believe that I am:	Yes	No
Well liked by most people		
Regarded as a "sales" type		
able to accept criticism and benefit by it		
Able to tackle tough problems and succeed		

I believe that I am:	Yes	No
One who treats others so their feelings are not hurt		
Bothered by fears that I won't succeed		
One who does things well and promptly even if I don't like to do them		

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(over)

UNIT I

ITEM B

107

MY VALUES

How important to me is:	Very	Some	Little	I don't know	How important to me is:	Very	Some	Little	I don't know
Money					Holding offices				
Security					Personal appearance				
Home life					Keeping standards of personal conduct				
Service to others									

MY PHYSICAL ASSETS OF LIMITATIONS

I should consider the following physical assets or limitations when selecting a vocation:

UNIT I

ITEM B

108

Subject: Surveying Marketable Skills

Objective: To list jobs, hobbies, interests and analyse them into skills.

Format of Activities:

Activity 1. Surveying marketable skills

Source: Life Skills Coaching Manual pp 458 - 65

Adapted by L.M. Larson

Time: Approximately 2 - 50 minute sessions.

See Appendix A

Conclusions: Which of the marketable skills had you considered marketable before this analysis?

Related Materials:

Origin: Life Skills Coaching Manual

Appendix A

Unit I

Item B

108

Activity I. Surveying Marketable Skills

Method:

1. Read aloud The Case of Karen (pp 461 - 2) on attached sheets.

2. Use these questions for discussion:
    a) What did the counsellor see in Karen's story?
    b) What skills does Karen have?
    c) What jobs or training might Karen's skills qualify her for?
    d) What skills are common to several jobs?
    e.g. - working with other people, organizing facts

3. Distribute to each student a copy of the form Analysing Jobs into Skills and suggest that the left hand column of each section be completed.
    e.g - jobs, hobbies, community interests, home interests, Machines

4. Break up into groups of 2 - 3 (preferably with people you know) and try to complete the right hand columns of the form.

Unit I

Item B

108

Method

cont'd.

5. As a class, list skills which apply to various students.

6. Suggest that the small groups complete the last section of the form, *My Marketable Skills.*

UNIT I

ITEM B

108

Appendix A

The Case of Karen

Karen, aged 32, is married and has four children aged 14, 10, 8 and 6. Her husband, Ken, has a steady job, but his income is barely enough for an active family. Now that the children are all in school, Karen would like to go back to work to help him out.

She has often thought about going back to work--but wonders where she could get a job. She quit school when she was in Grade 8. She worked as a grocery clerk for awhile, then as a dispatcher at a taxicab company, but that was years ago. Since then she has been a housewife. Karen wonders what ever happened to her dream of becoming a nurse; that's what she had wanted to be from the time she was a very young girl.

Karen decides she really wants to go back to work. She thinks Manpower might have some ideas of what she could do, or at least tell her where to look for a job. She makes an appointment and goes to the Canada Manpower Office. The counsellor asks her a lot of questions: "What work experience do you have? Do you have any hobbies? Any special interests? What have you done since leaving school?" Karen tells about her family. She tells about her interest in children. She explains that she often helps out at the Community Club when babysitting is needed or when teenagers want help with a project. Karen tells about her efforts at handicrafts, such as sewing, knitting, crocheting, and making stuffed toys.

As she tells about these things, Karen feels more and more depressed. How on earth could her interest in children or handicrafts be of concern to the Counsellor? Any mother could do those things. How would that help get her a job? Karen is surprised when the Counsellor sounds interested. She is even more amazed when the Counsellor asks her to come back another day to take some tests to find out more about her abilities and skills. The Counsellor even tells her that she could probably apply for several different kinds of jobs or could take training.

Karen starts home, feeling more cheerful, surprised that the Counsello sees so many possibilities, when she thought she had so little to offer.

At home, she sits down and makes a list of the skills and advantages which the Counsellor might have had in mind. She starts out with "I can cook, plan menus and budget household money. I can drive a car and use a sewing machine. I can be depended upon to do things I promised to do, like babysitting at the Community Club. I suppose I could say I can handle emergencies-like keeping track of taxi-cabs or phoning the doctor when a child falls ill." Karen decides maybe the list might be useful as a start for a job application or job interview. Since the counsellor showed interest, maybe she should take a better look at the skills herself.

UNIT I

ITEM B

108

Appendix A

Analysing Jobs into Skills

List the jobs, hobbies, community and other interests in the left column. List the skills involved in the right column.

JOBS I HAVE HAD	SKILLS I PERFORMED WELL

MY HOBBIES	SKILLS I PERFORM WELL

MY COMMUNITY INTERESTS	SKILLS OTHERS HAVE TOLD ME I DO WELL

THINGS I LIKE TO DO AROUND THE HOUSE	SKILLS I PERFORM WELL

UNIT I

ITEM B

103

Appendix A

MACHINES I CAN OPERATE	SKILLS I PERFORM WELL

Look at the skills you listed. Copy the ones you think might help you get or keep a job.

MY MARKETABLE SKILLS

UNIT I

ITEM B

109

Subject: Assessment of Self Appraisal Forms

Objective: To provide an opportunity for each individual to assess the self-appraisal forms completed in the previous lesson.

Format of Activities:

NOTE: Activities are suggested in order of usage.

Activity 1. Evaluation of Forms
Source: Parnell, Dale et al
Teacher's Guide to SUTOE
p. 19, Implementation #1
Adapted by L. M. Larson
Time: Approximately 50 minutes
See Appendix A

Activity 2: Consultation
Source: Parnell, Dale et al
Teacher's Guide to SUTOE
p. 19, Implementation #4
Adapted by L. M. Larson
Time: Approximately 50 minutes, perhaps more as activity would be conducted outside of class time.
See Appendix B

Activity 3. Composing a Profile
Source: Parnell, Dale et al
Teacher's Guide to SUTOE
p. 20 Implementation #2 under Objective 3
Adapted by L. M. Larson
Time: Approximately 50 minutes
See Appendix C

UNIT I

ITEM B

109

continued.

Activity 4. Strengths and Weaknesses

Source: Parnell, Dale et al
Teacher's Guide to SUTOE
p. 21, Objective 4, Implementation #2
Adapted by L. M. Larson

Time: Approximately 50 minutes
See Appendix D

Activity 5. Self Understanding and the Effect on Interaction with others

Source: Parnell, Dale et al
Teacher's Guide to SUTOE
p. 22, Objective 5, Implementation
Adapted by L. M. Larson

Time: Approximately 50 minutes
See Appendix E

Conclusions As appropriate

Perhaps some general discussion as to any similarities and/or differences between self appraisal and the three consultatives. This might be done in small groups (4 - 6).

Related Materials:

Origin: Parnell, Dale et al
Teacher's Guide to SUTOE
Adapted by L. M. Larson

UNIT I

ITEM B

109

Activity 1.

Subject: Evaluation of Forms

Method:

1. Provide time for individuals to review the Survey of Interest form and the Self-Evaluation form.

2. Class discussion to evaluate the forms as to whether or not all necessary aspects are included for an adequate self-appraisal. Compose a list of aspects which have been omitted.

UNIT I

ITEM B

109

Activity 2.

Subject: **Consultation**

Method:

1. Suggest that each individual consult with three other people who know him well in order to discover how others view his aptitudes, interests, personality traits, values, physical assets and limitations and achievements.

   e.g. parents, close personal friend of his/her own age, minister, family friend, employer, etc.

2. Develop a check list rating sheet - similar to form B, using the same basic categories to help the student in gathering information on how others view him. One copy per person consulted.

3. Return completed rating sheets to file folder with appraisal forms.

UNIT I

ITEM B

109

Activity 3.

Subject: Composing a profile

Method: This activity could be done individually or in small groups (2 - 3).

1. Using all of the information collected in the file to this point.

   e.g. Survey of Interests
   Self Evaluation
   Three Consultation Check Lists

2. Place the completed profile in the file folder.

Appendix C

UNIT I

ITEM B

109

Activity 3

Individual Profile.

NAME ____

SEX ____

1. My achievements or accomplishments are:

2. My interests are:

3. My aptitudes are:

4. My personality indicates that I could:

5. My values indicate that I:

6. My physical assets or limitations will allow/not allow me to:

UNIT I

ITEM B

109

Activity 4

Subject: Strengths and Weaknesses

Method: This activity could be done as an individual one or through class discussion.

1. Complete in narrative form the attached page of questions.
2. Ask that the answers be attached to the question sheet and included in the file folders.

Appendix D

UNIT I

ITEM B

109

Activity 4

Questions to Consider

1. What courses am I taking now or could I take to develop my present aptitudes and interests?

2. A. What hobbies or interests do I have that could lead to a career?
   B. Are there some that I would like to pursue if I could?

3. What extra-curricular programs and organizations are available in the school or community through which I could develop myself?

4. A. What experience have I had in the past through volunteer work, summer jobs, odd jobs, full-time jobs, home responsibilities, to develop my occupational potentials?
   B. What such experience could I take advantage of in the future?

Other:

UNIT I

ITEM B

109

Activity 5.

Subject: Self Understanding and the Effect on Interaction with others.

Method: This activity could be done individually or in small groups (4 - 6) discussions.

1. Distribute a copy of the attached sheet of questions to each individual.

2. Ask that the answers be recorded on paper and attached to the question sheet.

3. Include this information in the file folders when completed.

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Appendix E

UNIT I

ITEM B

109

Activity 5.

QUESTIONS

1. Review: What basic knowledge is needed by any person for success in a job and in our society? How can this be acquired?

2. Review: What skills are needed by any person for success in a job in our society in general? How can these be acquired?

3. What attitudes are needed for jobs and for living in society? How are they acquired? (Discussion optional).

4. What habits are needed for success in a job and success in our society in general? (Discussion optional).

5. Why does an individual get along better with himself if he understands his own strengths and weaknesses?

6. Why does a person get along better with others if he understands himself?

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UNIT I

ITEM C

KNOWLEDGE OF THE WORLD OF WORK THROUGH CAREER CLUSTERS

UNIT I

ITEM C

110

Subject: Awareness of Career Clusters

Objective: To develop an awareness of the purpose for and the ways in which career clusters are grouped.

NOTE: Use of Career Clusters in Occupational Preference

One of the problems faced by students in choosing an occupation is that there are more indivudual occupations than an individual can reasonably explore; a total of over 35,000 are listed in the U.S. Dictionary of Occupational Titles. One method of reducing this task is through exploring clusters of careers on occupations which have been put together because of similarities. These similarities may be based upon a number of different criteria; (1) classifying occupations based on common knowledge and skill elements, (2) classifying occupations on the basis of similarity of activity or behaviour elements. and (3) classifying occupations in terms of basic human attributes.

Two cluster systems have been selected because they provide a reasonable base for occupations which are attainable in the time-frame people in an Adult Basic Education program may reasonably expect to be in training before engaging in an occupation.

The first cluster system is the one used by the State of Illinois and contains five occupational clusters -- Applied Biological and Agricultural; Business, Marketing and Management; Health; Industrial Oriented; and Personal and Public Service. Details of occupations and training activities within each cluster are contained in the book Vocational and Technical Education, Descriptions, Definitions and O.E. Coding. The second cluster system utilizes a tree cluster method and contains six occupational clusters -- clerical related; health service; machinery; mechanical and repair; sales; and personal service.

Both systems are based on classifying occupations on common knowledge, skills and activities. The choice of the cluster system to be used is up to the individual who is responsible for conducting the program -- choose the one you feel most comfortable with.

UNIT I

ITEM C

110

It is suggested that many Adult Basic Education students will start the program with an occupational preference. The use of career clusters should broaden their outlook as to what is available and that their needs can be met through a variety of occupations.

Format of Activities:

Activity I. Developing Awareness of Career Clusters

Source: G.E. Sainty and L.M. Larson

Time: Approximately 2 -50 minute sessions

See Appendix A

Conclusions: As appropriate.

Related Materials:

Origin: I. G.E. Sainty

UNIT I

ITEM C

110

Activity 1. Developing Awareness of Career Clusters

Method: May be done individually or in small groups (3-4).

1st session 1. Suggest that the students bring in newspaper want ad clippings of 2 - 3 dozen individual jobs.

a) glue, staple or tape to index cards or 8 1/2 x 11 paper cut into four pieces.

b) cluster 20 each into same manner of their own choosing.

2. Ask each person (or group) to explain the reasons behind the method of clustering used above.

3. Introduce the idea that in industry there are three broad methods used in developing occupational clusters or groups.

i) classifying jobs according to common knowledge and skills
ii) classifying jobs on the basis of similar activities or behaviours
iii) classifying jobs in terms of basic aptitudes, interests, and physical capacities
(this method holds the most promise for this program)

4. Compare the above three groups used in industry with those developed by the students.

Method

2nd session 1. Show projectuals on display sheets on the five or six clusters (of either cluster system). Information about each follows. (See Appendix B and C).

2. Stress that the clusters are based on similarities in the work performed, in the skills and knowledge required of the worker, in the tools, machines, instruments, equipment used, and in the role (life style) of the worker.

3. Have the group form smaller groups of members who are interested in the same career cluster.

4. Ask the groups to discuss from their own viewpoint --

a) What are the roles required of workers in the cluster?
How are these roles similar and how do they differ?
e.g. wages, free time, hours, travelling involved, social life, community involvement

b) Which of the occupations in the cluster are available in their home location, or in the location they wish to live in?

UNIT I

ITEM C

110

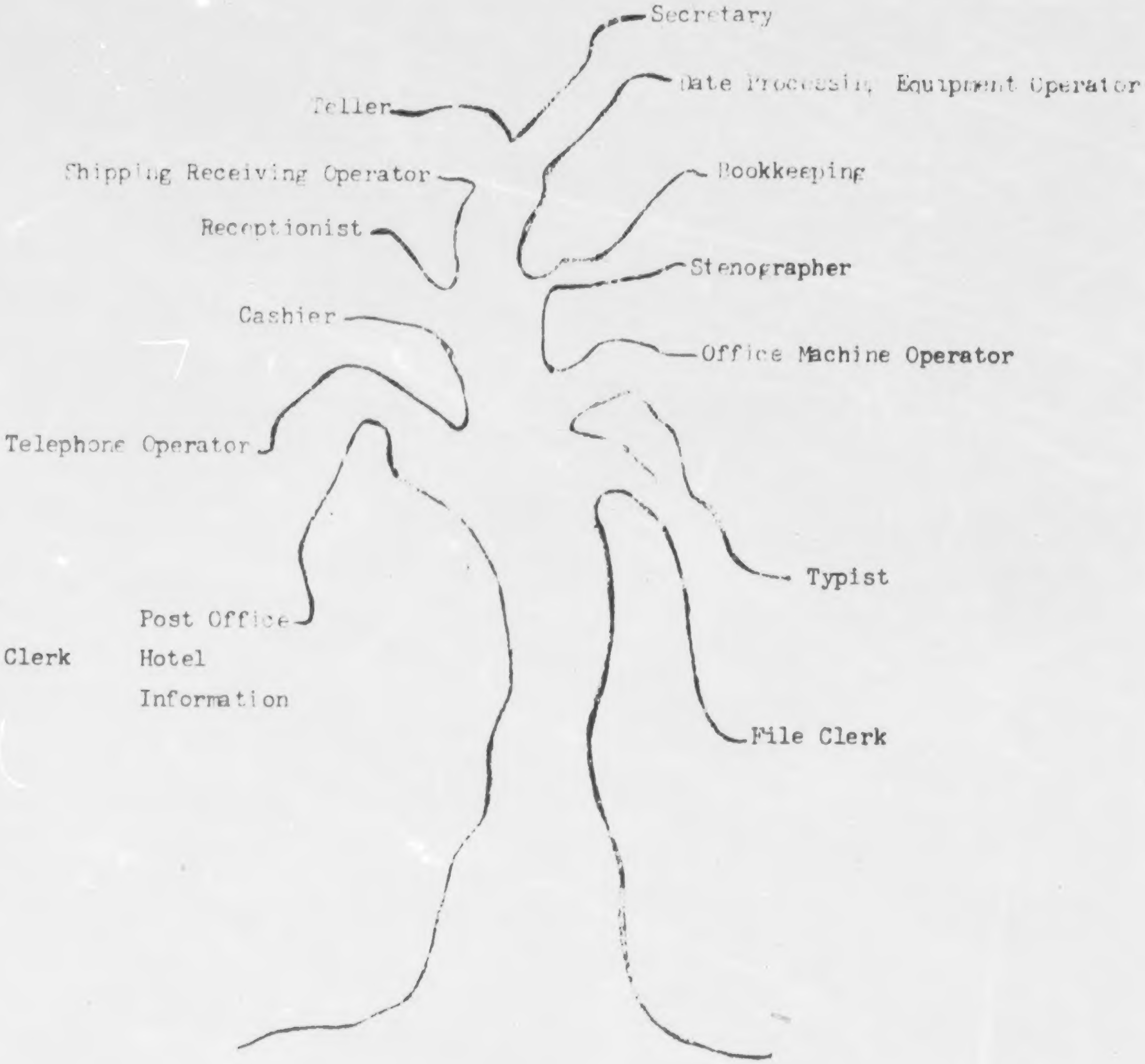
CAREER CLUSTERS

UNIT I

ITEM C

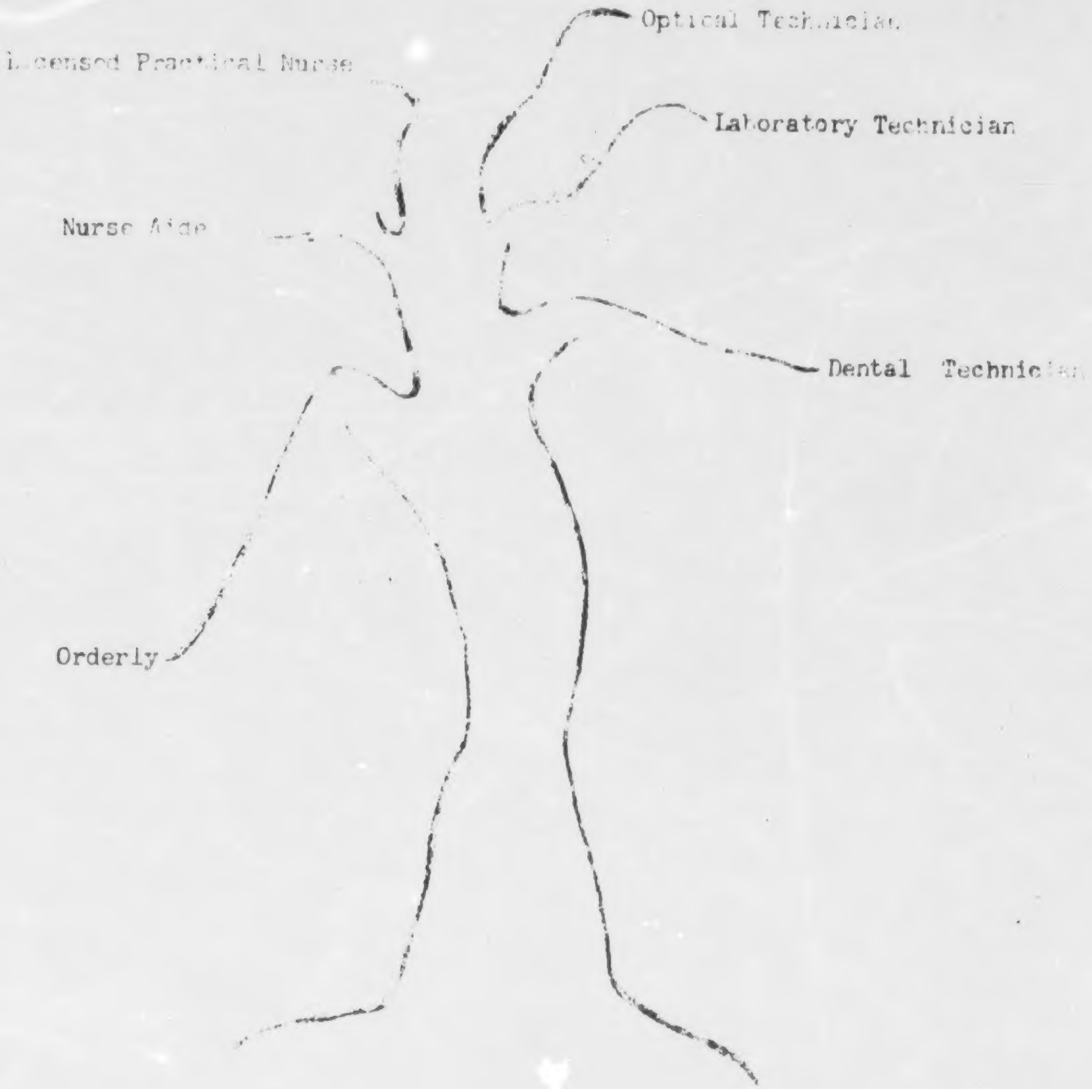
110

CLERICAL RELATED OCCUPATIONS


Secretary
Date Processing Equipment Operator
Teller
Shipping Receiving Operator
Bookkeeping
Receptionist
Stenographer
Cashier
Office Machine Operator
Telephone Operator
Typist
Post Office
Clerk
Hotel
Information
File Clerk

UNIT I
ITEM C
110

HEALTH SERVICE OCCUPATIONS

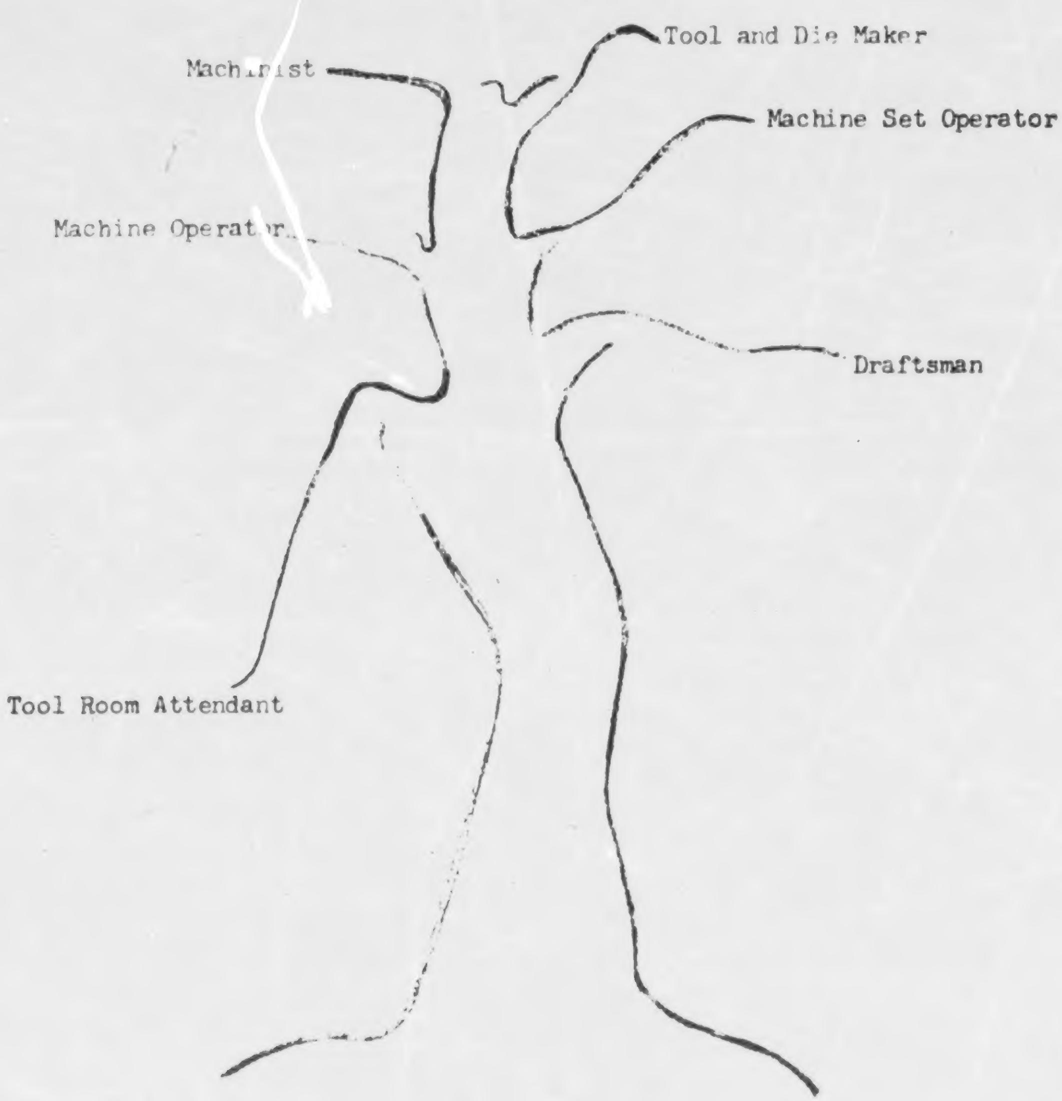

Optical Technician
Licensed Practical Nurse
Laboratory Technician
Nurse Aide
Dental Technician
Orderly

UNIT I

ITEM C

110

MACHINING OCCUPATIONS

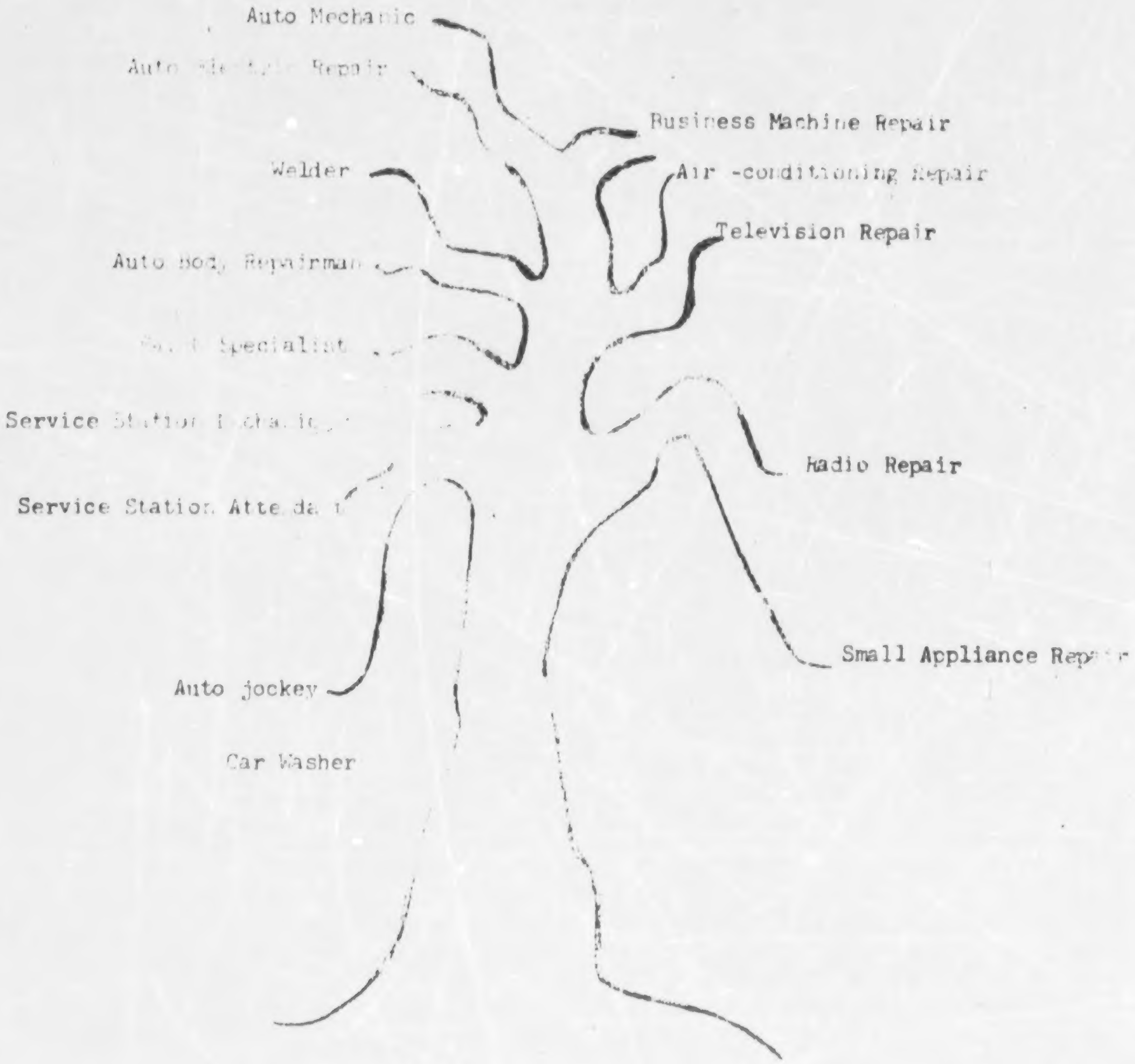

Tool and Die Maker
Machinist
Machine Set Operator
Machine Operator
Draftsman
Tool Room Attendant

UNIT I

ITEM C

110

MECHANICAL AND REPAIR


Auto Mechanic
Auto Electric Repair
Business Machine Repair
Welder
Air -conditioning Repair
Television Repair
Auto Body Repairman
Paint Specialist
Service Station Mechanic
Radio Repair
Service Station Attendant
Small Appliance Repair
Auto jockey
Car Washer

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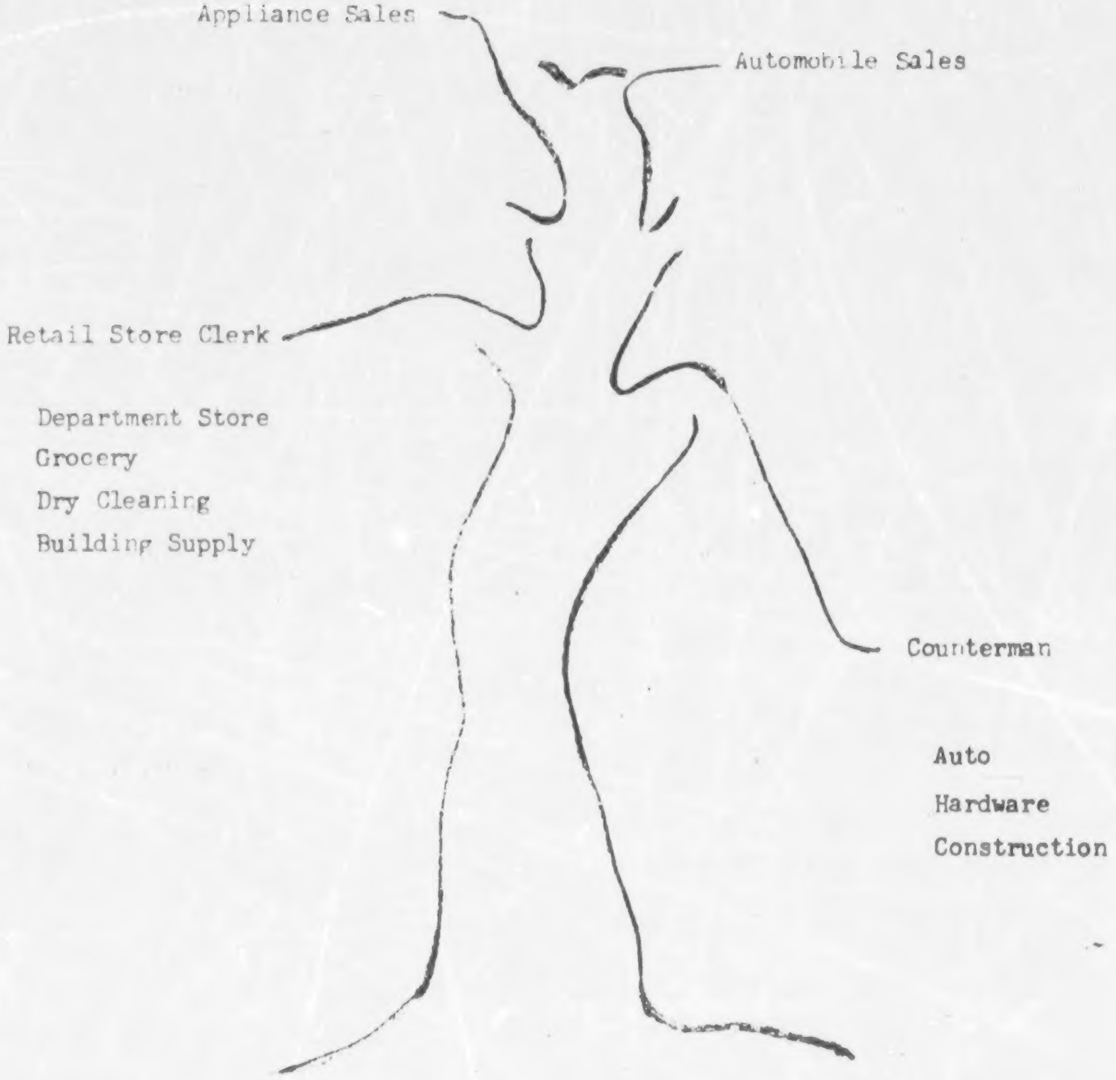
UNIT I

ITEM C

110

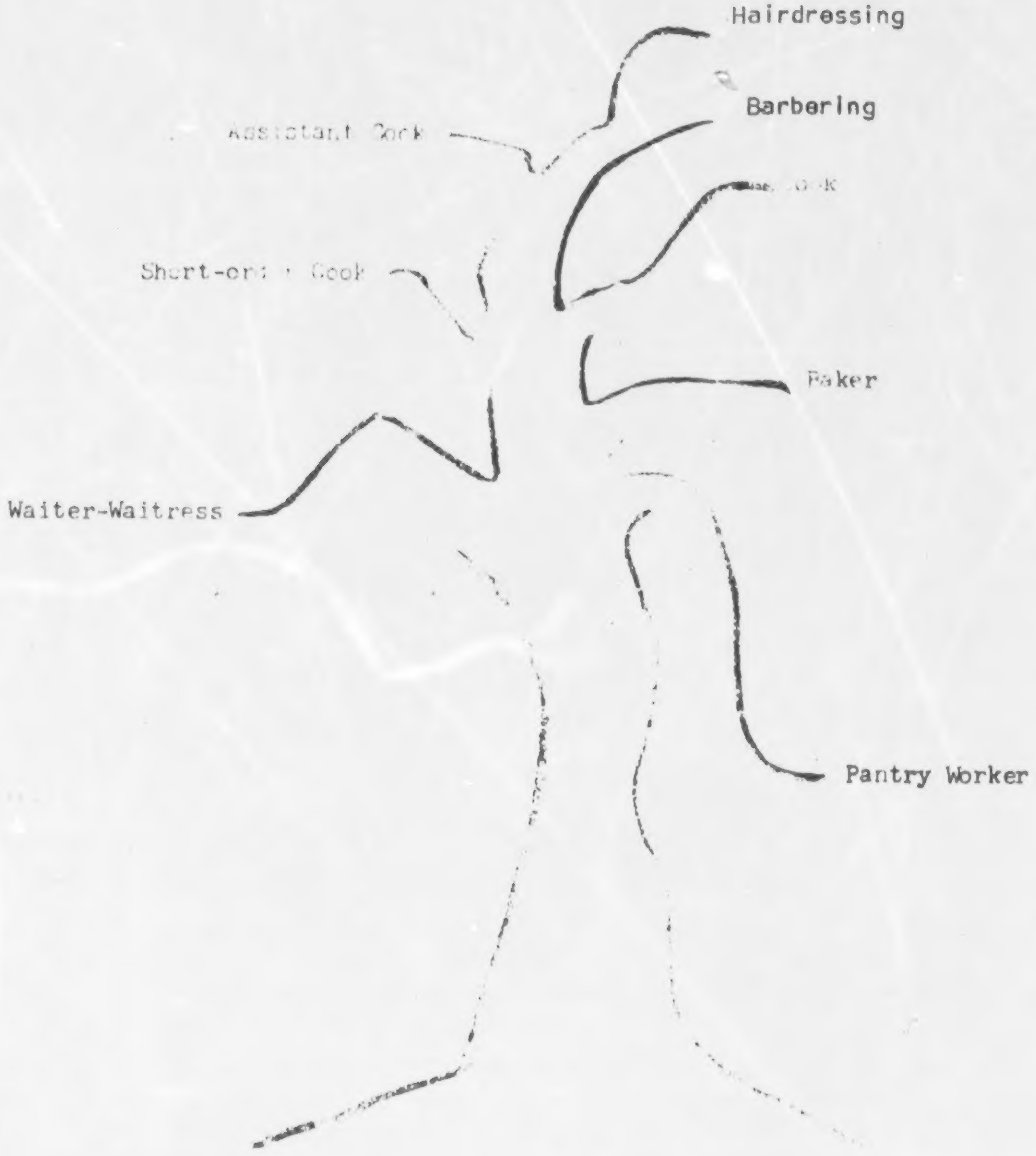
SALES OCCUPATIONS


Appliance Sales
Automobile Sales
Retail Store Clerk
Department Store
Grocery
Dry Cleaning
Building Supply
Counterman
Auto
Hardware
Construction

C

110

PERSONAL SERVICE OCCUPATIONS


Hairdressing
Barbering
Assistant Cook
Cook
Short-order Cook
Baker
Waiter-Waitress
Pantry Worker

Appendix C

LISTING OF TYPICAL JOBS IN EACH OF THE OCCUPATIONAL AREAS

UNIT I

ITEM C

110

Applied Biological and Agricultural Occupations

- Veterinarian Aide
- Kennel Attendant
- Farm Mechanics - Machine Operator
- Agricultural Mechanics
    - - Serviceman
    - Partsman
    - Equipment Mechanic

- Agricultural Products
    - - Product Grader
    - Product Salesman

- Floriculture - Floral Designer
- Landscaping - Grounds Keeper

Business, Marketing and Management Occupations

- File Clerk
- Clerk-Typist
- Transcribing Machine Operator
- General Office Clerk
- Display Worker
- Sales Correspondent
- Key Punch Operator
- Stenographer
- Salesperson
- Window Decorator
- Demonstrator

Health Occupations

- Dental Aide
- Laboratory Aide
- Health Aide
- Nurse Aide
- Geriatric Aide
- Dental Assistant
- Medical Laboratory Aide
- Nurse Assistant
- Occupational Therapy Aide

Industrial Oriented Occupations

- Auto Mechanic
- Diesel Mechanic
- Radio-Television Repairman
- Graphic Arts - Compositor
    - Job Printer
    - Offset Press Operator
    - Photographer
    - Plate Finisher
- Watch Repairman
- Electronic Occupations
- Metal Working Occupations
- Electrical Occupations

Personal and Public Service Occupations

- Cook
- Baker
- Chef
- Food Service Worker
- Desk Clerk
- Bellman
- Recreational Aide
- Child Care Aide
- Day Care Assistant
- Garment Factory Worker
- Alterationist
- Library Assistant
- Teacher Aide
- Counselor's Aide
- Butcher
- Waiter
- Cosmetologist
- Laundry Operator

Source: Board of Vocational Education and Rehabilitation.
An Articulated Guide for Cooperative Career Education
(Springfield, Illinois: Division of Vocational and Technical Education) p-134

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UNIT I
ITEM D

DECISION MAKING SKILLS

UNIT I

ITEM C

III

Subject: Decision-Making

Objective: To follow the steps of the decision-making process in making a decision as to what occupation to choose.

Format of Activities:

Activity 1. The Decision-Making Process

Source: Danish, S.J. et al

The Self-Help Vocational Decision-Making Booklet
(Southern Illinois University: Student Counselling and Testing Center)

Adapted by G.E. Sainty

Time: Approximately 2 hours

See Appendix A

N.B. Specifically relate the decision making process to the choice of moving, planning in the community to work.

Activity 2. Occupation

Conclusions: As appropriate

Related Materials:

Origin: 1. Adapted from Danish, S.J. et al
(Southern Illinois University Student: Student Counselling and Testing Center)

Appendix A

UNIT I

ITEM D

II

THE DECISION-MAKING PROCESS

ITEM D

III

THE DECISION-MAKING PROCESS[1]

One of the purposes of this course is to help prepare you for the occupational and educational decisions that you will have to make. Too many students make choices based upon the immediate necessity of making a decision without giving very much attention or thought to all of the factors that are involved in a decision.

A good decision is defined as one "in which the person has considered the possible alternative actions, the probable outcomes of each, the probability of success of each and is willing to take the responsibility for the decision." Satisfactory educational and occupational decisions cannot be prescribed for you by someone else, you must work towards your future through a realistic look at yourself and by becoming aware of educational and occupational opportunities.

To help you with your decisions it is advisable for you to follow a step by step procedure that has been tried by many people and has been helpful to them. This process, when understood and used can assist you in making a vocational, an educational, or any type of decision. One thing to remember is that YOU are in charge of any decisions to be made. You may seek help and advice from other people and other sources, but the final decision must be made by you.

There are several steps involved in the decision-making process:

1. Defining the problem
2. Gathering information
3. Weighing the evidence
4. Choice of a plan of action
5. Taking action on your plans
6. Clarification and review of plans

1. Defining the problem

A decision point is reached when you become aware of a specific problem and see the need to make a decision. Before you can solve a problem, however, you have to know what the problem is. You must be able to interpret the entire picture so that the problem is clearly understoood. The problem you are faced with is to establish a career goal and to make an occupation preference that will help you move toward your career goal.

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[1] Adapted from Danish, S.J. et al. The Self-Help Vocational Decision-Making Booklet. Southern Illinois University, Student Counselling and Testing Center.

2. Gathering information

Now the problem is defined. What is the next step? This is the initial activity of decision-making in which you think about all of the possibilities related to the problem and the decision. You must look for all the alternatives open to you before you make a decision. This is done by collecting relevant information. Some areas important to educational and vocational decision-making which should be investigated are:

(1) Physical attributes and health
(2) Leisure experiences
(3) Work experiences
(4) Opinions of parents, relatives, friends, etc.
(5) Values and standards
(6) Study--the amount of time and efficiency of your studying
(7) Needs
(8) Academic ability and achievement
(9) Personality traits
(10) Interests
(11) Occupational and educational facts (information about occupations requirements of different kinds of jobs, educational level necessary,etc.)

3. Weighing the evidence

You should consider all of the alternatives open and how they are related to you. This step is the one in which each bit of information gathered is considered separately and then as a whole. You should be able to evaluate where you stand concerning the above individual areas and to the total picture.

4. Choice of a Plan of Action

In this step you choose between the alternatives open to you, remembering that the information you gathered will vary in importance to you. In this step you should be able to answer the following questions:

a. What is the best vocational choice you can make?
b. What are other good choices?
c. What is the best educational course to follow?

5. Taking Action on Your Plans

In this step you take action on the plans you made in step number 4. How can you implement these plans? (education, training. immediate employment, etc.)

6. Clarification and Review of Plans

In this step you make periodic examinations of your choice and plans. You should continually check to make sure your decision is the best one possible at the time. You may have to review your decision due to new information and new experiences. Therefore, at times, you may see the need to alter your plans. Also, reviewing will help you see that the decision-making process leads to sound plans and you will have logical reasons why you decided upon the educational and vocational objectives that you did.

Are the decision-making steps clear? Listing them may help you to remember: (Try to write the steps without referring back to earlier pages).

1.
2.
3.
4.
5.
6.

If everything is not clear, go back and review the process and clear up the uncertainties.

SUMMARY

Remember that there are many factors involved in making a decision. Some are of more significance than others, but all should be considered as they relate to you. As an individual you may place different amounts of emphasis on the various factors depending upon how they relate to you. However, all should be looked at before a clear picture can be seen. As you investigate the various factors, make sure that you do not reach a decision until you consider all factors and how they relate to you.

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The reason for including this lesson was to acquaint you with a procedure for resolving problems which you may have. In the next two units you will learn much more about yourself and about occupations. As you study these units keep in mind that what you are learning (remember step 2) is part of the information which you will use in unit four when you decide on a tentative career preference.

APPLICATION

Now let's see how well you understand the process of decision-making. Below you will read about a person named Joe who has a problem. Once you have read the case study, complete the exercise on the next page. Class discussion will follow.

> Joe, who is 25, has always been able to work well with his hands. Joe left school at 18 during grade 11 and since then he has had many different jobs, most of them requiring very little skill. Joe usually found that he could do his work faster than his fellow workers. Two years ago Joe got married and 14 months later became the father of a boy, who is now his pride and joy.
>
> Three months ago, after being unemployed for two months, Joe got a job making cardboard boxes with eight other men. He is well paid and enjoys the work. Joe finds that he can easily make twice as many boxes in a day as anyone else, but all the men get paid the same. One of the other men has suggested to Joe that he slow down and not make as many boxes. What should Joe do?

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Steps in decision-making process	Your Ideas
1. What is the problem?	
2. What information do you have?	
3. How do you evaluate this information?	
4. What are the possible alternatives for Joe?	
5. What are the consequences of these alternatives for Joe?	
6. What action do you think Joe should take?	

UNIT I

ITEM D

112

Subject: Case Studies

Objective: To provide an opportunity to relate information about case histories to occupational possibilities.

Format of Activities:

Activity I. Case Studies

Source: Counsellor's Resource Book for Small Groups in Guidance

Unit 312, p 8, #4b, 5a, b, c, & d

Adapted by L.M. Larson

Time: Approximately 50 minutes

See Appendix A

Conclusions: As appropriate

Related Materials:

Origin: 1. Counsellor's Resource Book for Small Groups in Guidance.

UNIT I

ITEM D

112

Activity I. Case Studies

Method: Break into small groups (2 - 4) to discuss the following case studies.

1. Brian has always been interested in mechanical things. His friends and family always ask him to fix things that break down because he usually does a good job. Brian has difficulty preparing speeches and writing papers for English and other subjects. He does not want to attend a university or a community college.

   Can you think of any jobs related to Brian's interest in mechanical things which he might investigate? Where can he obtain training for these jobs? How long will the training take? What salary could Brian expect to get when he begins working?

2. Barry was bored with Adult Basic Education and left before completing Adult VIII. He subsequently has had a series of jobs which have included stock boy in a super market, farm-hand and mail clerk. Now Barry is married, has a family and is still trying to find the "right job". Barry has wished many times that he had trained to become a draftsman or an accountant.

   Where can Barry obtain training for these jobs? Will he have to quit his present job? How much will the training cost him in each job? What are the employment possibilities? What salary could he make in these occupations?

UNIT I

ITEM D

112

3. Joyce is very talented in art. She is an excellent poster designer, skillful dressmaker and accomplished cook. She would like to become a fashion designer. Joyce completed Grade eight before she left school and cannot take further training.

   In what occupation might she find satisfaction for her aptitudes and interests? What information could you give Joyce regarding these occupations?

4. Kevin is having difficulty in his Adult Basic Education subjects and has decided to quit. He likes athletics and outdoor activities and last summer before returning to school was a camp counsellor. Kevin gets along well with all people, including his teachers. He is president of the Student Association and a member of the school newspaper staff. He enjoyed selling advertisements for the newspaper. Kevin is not interested in attending a university or a community college.

   Are there any types of further education he could take? In what fields of work do you think he might be successful?

UNIT I

ITEM D

113

Subject: Choosing a career cluster

Objective: To select a career cluster to explore.

Format of

Activities:

Activity I. Choosing a career cluster

Source: G.E. Sainty

Time: Approximately 50 minutes

See Appendix A

Conclusions: Arrangements to place the student in an occupational exploration situation should occur as soon as possible after this activity.

Related

Materials:

Origin: 1. G. E. Sainty

UNIT I

ITEM D

113

Activity I. Choosing a Career Cluster

Method:

1) Have students review individually the information accumulated on themselves.

2) Have students look at this knowledge in the light of the career cluster studied and decide if they wish to further explore that cluster in a real situation.

3) Arrange with individual students for their placement in a work situation within the cluster -- if possible, the specific occupation preferred. This should be done by the person responsible for coordinating the occupational exploration activity in the specific locale.

UNIT II

ITEM A

OCCUPATIONAL EXPLORATION

UNIT II

ITEM A

Subject: Occupational Exploration

1. Identifying Exploration Stations

The identification of appropriate occupational exploration stations in business, industry, or government should be done ahead of the time students have declared an occupational preference. This should be an ongoing process with new stations being continously identified. While theoretically it is desirable that this be done by a special co-ordination, in many locations this will not be practical and the selection of the places will have to be done by the teacher who is responsible for the students. The types of places selected will depend on the specific location and the co-operation received from prospective employers. In approaching employers, the following must be stressed: (a) The purpose of the exploration is for students to gain an understanding of the type of behaviour required to function in the occupation. The focus should be on the attitudes needed and there should be a minimal effort to orient students to the skills needed in the occupation. It should be stressed that the students are not coming to work but rather to observe.

(b) The exploration will work best if each student is assigned to observe a "buddy" who is a regular worker. The exploration will last for a week. Any attempt by the employer to make the exploration a series of special tours should be discouraged. However, a quick tour to the plant will ehlp the student to see how his/her buddy's job fits into the total operation.

(c) Students will attend for five working days and during regular working hours.

(d) The students should not be paid by the employer for the exploration.

UNIT II

ITEM A

(e) If a prospective employer shows interest in participating, give him copies of the following three forms:

i) Student Questionnaire of Employer/Supervisor Expectations

ii) Student Questionnaire of Employee Opinions

iii) Employer or Supervisor's Evaluation of Student

If an employer indicates an interest in participating in the program, record details of the firm -- name of the contact person, phone number, occupational areas that can be explored, and any other relevant details -- on a card and put into a card file. Before sending a student out for his occupational exploration, be sure the employer is still interested in participating.

A list of possible sources of exploration stations follows. It includes (a) Employers in the province who have participated in On-Job-Training with Canada Manpower

(b) List of manufacturers in the Interlake Region

If you need assistance in locating possible exploration stations in your area, contact the Adult Basic Education supervisor at your college who will assist you. Your local Canada Manpower manager or local branch of the Chamber of Commerce may also be able to assist you in finding suitable stations.

UNIT II

ITEM A

(I) COMPANIES FOR POSSIBLE ON-THE-JOB TRAINING - (RURAL COMPANIES)

Company	Type of Work	Education Required	Employment Opportunities NOW	Salary	Work Experience	Observation
ALTONA CFAM-CHSM Broadcasting Station	Radio Announcing Script Writing	Gr. 11 Gr. 11	At various times		–	Yes
BERNIC LAKE Tantalum Mining Corp.	Engineering (Mining, Metallurgical, Geological Mechanical, Electrical, and other trades	Various	Rare			
BRANDON Brandon Consumer Co-op	Retail					
Plains-Western Gas	Gas Fitters	Gr. 11			Yes	
Hospital for Mental Diseases	Psychiatric Nurses Psychiatric Nursing Program (Student) Aids and Attendants Office Dietary - Cooks Aids Housekeeping Aids Ancillary Servicemen Social Service Psychology Therapy - occupational and industrial	Nurses Training Gr. 12 Gr. 10 & In-Service Gr. 8 - 10 Gr. 8 - 10 Gr. 8 - 10 B.A. and Experience Min. B.A. Gr. 10 and up	Good Good Good	533-648/mo. – 290-546 304-602/mo. 290-369 290-369 388-533	Yes	Yes

Modern Dairies	Office Plant Driver Salesmen	Gr. 12-Bus. College Gr. 10	No opportunities at present		Yes	No
CHURCHILL Pan American World Airways	Electronics Mechanical Trades Building Trades	Technical Technical Technical	None at Present		Yes	Yes
National Harbors Board	Elevator - grain					Yes
DAUPHIN Dauphin Consumer Co-op	Retail merchandising clothing, grocery, drugs, hardware, lumber, farm products Management Administration	Min. Gr. 12 in most areas and/or experience and/or occupational training	Approximately 20 jobs become available each year	3300-7000 8000-20,000 4000-7000	Yes	Yes
Dept. of Public Works and Highways	Civil Engineering Engineering Aides Laborers	B.Sc. in Civil Engineering Univ. and High School	Chairmen, rodmen, inspectors dependent on work load Dependent on work load	559/mo. 14.66/day 2.24/hr.		
Parkland Regional Development	Regional Plan	B.A. or Arch. TPIC Member	None at the moment	10,000	No	No
Manitoba Hydro	Laborer Linemen	Min. Gr. 10 Gr. 12		2.43/hr.	No	Yes

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[illegible]	[illegible] Work	Education Required	Employment Opportunities NOW	Salary	Work Experience	Observation
[illegible] [illegible] Mines Ltd.	Metallurgical, Mining, Mechanical, Electrical, [illegible] Engineer, [illegible] Technicians, Drafting, Geology, Secretarial Science, Accounting, Assaying				No	Yes
[illegible] [illegible]	Semi-Skilled Labor		Now		Yes	No
[illegible] Can. Dept. of Agriculture Research	Professional Agriculturists	M.Sc. or Ph.D.		10,000-20,000		
	Agricultural Technicians	High School		5,000-10,000		
	Stenographers	High School plus shorthand & typing		4,000-6,000		
	Farm Labor, Maintenance Staff	Elementary plus trade skills in some positions		4,000-9,000		
PINAWA Atomic Energy of Can.	Engineering-most disciplines	B.Sc. and higher	available in most fields from time to time	8,000 min.	Yes	Yes
	Science-Chem., metallurgy, biology, biochemistry	M.Sc. Ph.D.		9,000 min.		
	Technologists	General B.Sc., Diploma Technology		7,000 min.		
PINAWA Atomic Energy of Canada (continued)	Technicians Most Skilled trades	Sr. Matric Journeymen Certificate	available in most fields from time to time	4500 min.		
	Clerical	Junior Matric		3850 min.		
PORTAGE LA PRAIRIE Prairie Textile Mfg. Ltd.	Sewing Machine Operator					
SELKIRK Manitoba Rolling Mills	Labor (General and Skilled) Engineering Personnel Clerical Trades		Limited	3.12/hr.		
Electro Knit Fabrics	Knitting Technology Dying Technology	Univ. Gr. 10-12, Tech. Univ. B.Sc. [illegible] Chemical Eng. Gr. 12 and others	Good		Yes	No
	Finishing Technology	Univ. Degree-Textiles, Gr. 12				
[illegible] [illegible] Commission					Yes	Yes
[illegible] International [illegible] [illegible]	Technologists	Degree	Mining Eng. Tech. Chemical Tech. Civil Technologist		No	No
	Engineers	Degree	Mining, Chemical, Civil Engineer, Geologist			

Company	Type of Work	Education Required	Employment Opportunities NOW	Salary	Work Experience	Observation
INCO International Nickel Company (continued)	Skilled Trades	Journeyman Ticket	Maint. Mechanic and Electrician	4.27/hr. 4.45/hr.		
	Semi-skilled trades Underground	On-the-Job Gr. 12 preferred	Driller Blaster Scooptram Operator	3.91/hr. 3.91/hr. 3.91/hr.		
	Mill		Grinding Mill Operator	4.09/hr.		
	Smelter Refinery		Furnaceman Kiln and crusher operator	3.99/hr. 3.81/hr.		
WINNIPEG Marsh and McLennan	General Insurance		None at present		No	Yes
Winnipeg Tribune	Advertising Reporting Printing, Data Processing Stereotyping	High School University High School Grade School			Yes	Yes
Pioneer Electric	Electrical and Mechanical Engineering	B.Sc. Eng. (Red River Community College)				
	Drafting/Design Welders Metal workers Fitters/Assemblers	Tech./Voc. (RRCC) Tech./Voc. (RRCC) Tech./Voc. (RRCC) Gr. 11 and Shops	- - -			
Pioneer Electric (continued)	Wiremen/Fillers Office Staff	Gr. 11				
Canadian Westinghouse	Clerical Sales, Technician	Gr. 11 - 12 Gr. 12 & up (tech.)	Management Opp.		Yes	Yes
Atomic Energy of Canada	Civil & Electrical Eng.	Degree				
Royal Bank of Canada		Gr. 12	Good			
Winnipeg Free Press	Clerks Writers Mechanics Salesmen Craftsmen	Sr. Matric Degree preferred Sr. Matric Jr. College Jr. Matric	Opportunity is poor for all. May improve for writers and clerks in a year.			
Winnipeg Supply and Fuel	Sales Production	Gr. 11 Gr. 11	None at present		Yes	
Greb Industry	Factory Help		NIL		Yes	
Sherwin-William Co.	On-the-Job training except for stationary engineers	H.S. sufficient for almost all jobs	None		No	No
IBM	Administration	Gr. 12 min.	Limited		Yes	No
Supercrete Ltd. (Concrete)	Engineers, Accountants, Salesmen, Clerical Staff Specialists in the concrete production field.				Yes	-

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Company	Type of Work	Education Required	Employment Opportunities NOW	Salary	Work Experience	Observation
Supercrete Ltd. (Concrete) (continued)	Laborers, semi-skilled and skilled workers, heavy equipment operators, truck drivers, boilermen, maintenance men.					
Canadian Broadcasting Corp. CBC	Radio Technician T.V. Technician Announcer Stenos & Clerk Typists	Gr.12 & Technical Inst. Gr.12 & Technical Training & Experience B.A. Gr.11 or 12-preferably one years office experience	Good Good Limited Good		No	No
Hudson's Bay Co. Retail Store	Management Trainee Junior positions and up	Commerce, Arts Home Ec. Gr. 12		300 to start	Yes	No
CP Telecommunications (Brandon agency also)	Electronic Technician Clerks Stenographers Line Construction	Min. Gr. 12 Min. Gr. 11 & typing Min. Gr. 11 & typing and shorthand Min. Gr. 11	No vacancies	3.00/hr. up to 130 weekly		
E.H. Price Manufacturing Division	Sheet Metal and Aluminum Extrusion Assembly			Starting rate 1.91/hr.	Yes	No
T. Eaton Co. Ltd.	Management Sales, Merchandising Personnel, Operating	Min. of Gr. 12			Yes	Yes
Canadian Imperial Bank of Commerce	Clerical and Management Positions	Min. of Gr. 12			No	No
Public Service Commission (Canadian Government)	Accounting Administration Economics/Statistics Computer Science Medicine: doctor, dentist, nurse, dental hygienist, medical lab, technologist	B. Com. Univ. Degree M.A. or M.S.C. M.Sc. Professional and several other types of technologist	Excellent	7200 6600 8100 8125	Yes	No
Investors Syndicate	Accounting Clerical Steno, Typists, Computer Operators, Computer Programmers, Key Punch Operators, etc.	R.I.A Gr. 12 Min.			Yes	Yes
Toronto Dominion Bank	Management Trainee and Clerical Office Employees	Gr 12 as well as some B.Com. and Bus Admin. from Community College	Typists, Tellers Clerical Positions and Management Development Positions	3500 to 7000		

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Company	Type of Work	Education Required	Employment Opportunities NOW	Salary	Work Experience	Observation
Arnold Bros. Transport Ltd.	Clerks, Mechanics, Highway Drivers, Bookkeeping Machine Operators	High School			–	–
Monarch Wear of Canada (Branches, Steinbach, Portage, Beausejour, Teguis Plant)	Sewing Machine Operators, Warehouse Helping - cutting room pressing dept.					
Paulin Chambers Co. Ltd.	Non-skilled			Female 2.39/hr. Male 2.84/hr.	No	No
Canadian Liquid Air (Branch in Thompson)	Sales/Office Shipping, Truck Drivers Production Plant	Gr. 12 Gr. 10	Limited due to small staff turnover	Starting salary 2.85/hr.	Yes	–
City of Winnipeg	Clerical (typist) Civil or Electrical Eng. Laborer (temporary) Policemen	Gr. 11 B.Sc. None Gr. 12	Few Few Some Opportunities Some	313/mo. 739/mo. 3.07/hr. 647/mo.		
Bank of Montreal	Clerical and Management	Min. Gr. 11	Varies			
Burns Foods	Butchers, Laborers				No	No
Bristol Aerospace (1968) (Ltd.)	Mechanical and Electrical Engineering Mechanical and Electrical Technology Typing and Steno	B. Sc. or M.Sc. 2-3yr. Technology course Gr. 11 and 12	Variable	7800 6300 3300		
Dominion Bridge	Civil Eng. Accounting Draftsmen Construction Shop : Foreman Tradesmen - Fitters, Welders, Iron Workers	B.Sc. R.I.A. Gr. 12 Gr.10 or 11 but will consider practical experience and initiative.			No	No
Manitoba Telephone System	Electrical Engineering Electronics Technology Clerk Clerk Typist Craft Apprentice Telephone Operator	B.Sc., E.E. Technical College Grad. Gr. 11 Gr. 11 with typing Gr. 11 Gr. 10				
Macleods	Office Clerical Warehousing	Gr. 11 and up		280 and up 325 and up	Yes	Yes
Simpson Sears	Economics, Marketing Bus. Admin. Commerce Design	High School - Min., to and including College graduates	Unlimited		Yes	Yes
Canadian National Railway					Yes	No

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INTER-LAKE REGION

Manufacturing and Proces

The following table lists the manufacturing and processing industries in the Interlake region. The October 1971 figures are those of the department of industry and commerce. The July figures were tabulated by the Interlake Development Corporation. The fact that the study was carried out in July may be a cause of employment differences in some industries. It is significant to note the changes that have occurred.

Location	Manufacturing Firm	Products	Industrial Classification Code	Employees Oct. 1971	Employees July 1972
Arborg	North Star Co-op Association	Cheese, butter, bacon, cured meats	FC	12	
	Office				3
	Cheese Plant				11
	Creamery				4
	Locker				3
	Scientific Feed Limited	Livestock feeds	FC	5	8
	Arnold's Hatchery & Feed Mill	Chicks, poultry, eggs, feed	FC	2	2
	Arborg Bakery	Bakery products	FC	4	8
	Vidir Supply	Pre-fab houses	RCM	10	15
Arnes	Sigurdson's Ice Augers	Ice augers, jiggers for fish nets	CR	2	2
Ashern	Ashern Creamery	Butter	FC	2	3
Chatfield	Chatfield Creamery	Butter	FC	1	7
Clandeboye	Heath, J.R. Co. Ltd.	Fish meal, fish oils, pet food	FC	4	7
Eriksdale	Eriksdale Creamery & Locker Co. Ltd.	Dairy products	FC	2	3
Fisher Branch	Fisher Branch Creamery	Butter	FC	2	2
Frazerwood	Frazerwood Creamery Ltd.	Butter	FC	2	6
Gimli	Calvert of Canada Ltd.	Distillery	FC	110	125
	Gimli Bakery	Bakery products	FC	3	10
	Gimli Construction	Transit Concrete	RCM	5	5
	Saunders Aircraft Corporation Ltd.	Aircraft	ME	80	304
	Alwest Marine	Housecruisers	CR	26	13
	Danforth Estates Ltd.	Wines	FC	5	4
	Duha Plastics	Plastic products	CR	6	6
	Gimli Furniture	Furniture	CR	4	5
	Johnson Boat Works	Shipbuilders	CR	12	12
Inwood	Inwood Creamery	Butter	FC	2	4
Lockport	Red River Brick & Tile	Brick	RCM	25	32
Lundar	Maple Leaf Creamery	Butter	FC	2	4
	Lundar Bakery	Bakery products	FC	2	6
Peguis Indian Reserve No. 1B	Peguis Indian Reserve Garment Plant	Blue Jeans	TA	20	N.A.
Riverton	Riverton Co-operative Creamery Association Ltd.	Butter	FC	2	0
	Thorarinson, Kris	Dressed lumber, sawdust	RCM	2	0
	Riverton Boat Works	Steel fishing boats, barges	ME	12	6
St. Laurent	St. Laurent Co-operative	Wood products	RCM	12	N.A.
	Rice Sportswear	Outerwear	TA	25	29
Selkirk	Freshwater Fish Marketing Corp.	Fish processing	FC	140	9
	Ideal Woodcraft Ltd.	Furniture, store fixtures	CR	6	—
	*Interlake Woodcraft Ltd.	Furniture, store fixtures	CR	—	3
	Purvis Boat Works	Metal boats	CR	20	16
	Universal Woodwork	Wood furniture, windows	CR	4	4
	Manitoba Rolling Mills	Ingots and rolled steel	RCM	550	650
	Abex Industries Ltd.	Steel castings	RCM	177	139
	Electro-Knit Fabrics Canada Ltd.	Fabrics	TA	125	175
	Selkirk Redi-Mix Co. Ltd.	Transit Concrete	RCM	16	10
	Selkirk Silica Co. Ltd.	Refined silica sand	RCM	31	35
	Selkirk Machine Works	Steel vaults, commercial boats, steel fab.	ME	1	20
	Mandak Metal Processors Ltd.	Metal Shredding	RCM	10	40
	Park Furniture (Crown operated)	Park furniture	CR	25	25
	Lakeland Dairies	Dairy products	FC	15	15
	Selkirk Publishers	Printing	CR	7	13
	South View Bakery	Bakery products	FC	8	13
	Selkirk Lumber Co. (Block Div.)	Concrete blocks	RCM	4	20

ing Industries by Location

Stonewall	Union Carbide	Liquid air	RCM	6	12
	Wm. R. Barnes Company	Foundry sands, industrial minerals	RCM	5	N.A.
	[illegible] Press	Printing	CR	4	7
	Stonewall Bakery	Bakery products	FC	2	2
	Bristol Aerospace Ltd. (6 miles southeast of town)	Rocket propellant	FC	55	60
Teulon	Interlake Publishing Ltd.	Printers	CR	11	13
	Mrs. K's	Pizza	FC	3	12
	[illegible] Campers	Camper trailers	CR	2	3
	Flexon Industries Ltd.*	Plastic products	RCM	12	12
	Sheer [illegible] Hosiery	Ladies' seamless nylons	TA	60	30
	Teulon Bakeries Ltd.	Bread and allied products	FC	4	3
	Teulon Creamery	Butter	FC	3	5
	Ellison Feedmill & Hatchery	Chicken and turkey poults, grist and feeds	FC	1	3
	Be[illegible] Lumber Company	Pre-Fab Homes	RCM	2	1
	Dominion Hat & Cap Ltd.	Hats and caps	TA	10	11

Code to Industrial Classification:
FC — Food products and chemicals (including feed mills, seed cleaning)
MC — Machinery, equipment and electronics (including transportation and farm equipment)
CR — Consumer goods and recreational products (including mobile homes, trailers, boats, printing, etc.)
RCM — Resource and construction materials (including concrete, metal, pre-fab housing)
TA — Textiles and apparel
* Name Change — Ideal Woodcraft Ltd. (1971) to Interlake Woodcraft Ltd. (1972)

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Employment by Classified Manufacturing and Processing Industries

	Employees July 1972					Employee Total	
Location	Food Products & Chemicals	Machinery, Equipment and Electronics	Consumer Goods & Recreational Products	Resource and Construction Materials	Textiles and Apparel	Oct. 1971	July 1972
Arborg	39	—	—	15	—	25	54
Arnes	—	—	2	—	—	2	2
Chatfield	7	—	—	—	—	1	7
Clandeboye	7	—	—	—	—	4	7
Eriksdale	3	—	—	—	—	2	3
Fisher Branch	2	—	—	—	2	2	2
Frazerwood	6	—	—	—	—	2	6
Gimli	139	304	36	28	—	239	507
Gunton	5	—	—	—	—	—	5
Hnausa	—	—	—	2	—	—	2
Inwood	4	—	—	—	—	2	4
Lockport	—	—	—	32	—	25	32
Lundar	10	—	—	—	—	4	10
Peguis Indian Reserve No. 1B	—	—	—	—	N.A.	20	N.A.
Riverton	0	6	—	0	—	16	6
St. Laurent	—	—	—	N.A.	29	37	29+
Selkirk	37	20	68	906	175	1154	1206
Stonewall	74	—	16	12	—	85	102
Teulon	11	—	—	1	41	80	53
Winnipeg Beach	4	—	—	—	—	—	4
Totals	348	330	122	996	245	1700	2041

Source: Interlake Development Corporation pp66-7

UNIT II

ITEM A

2. Telling Students What is Expected of Them During the Actual Work Situation Exploration.

It is essential that students know what they are expected to do during their 3 - 5 day exploration. Before they go out they must be given the same information which has been given to the employer, as outlined in Section I.
(a) Purpose - understanding of the type of behaviour expected
(b) Work on a 'buddy' system
(c) Will be for 3 - 5 working days and for regular working hours
(d) Will not be paid by the employer

Students will be given copies of: 1. Information to be Obtained by the Student and 2. Student Evaluation of the Actual Work Situation and the forms explained to the student.

Students will also be given a copy of the form Exploration Station Fact Sheet filled in with the information which applies to their specific station visit.

EXPLORATION STATION FACT SHEET

Student's Name ______________________________

Name of Company ______________________________

Address of Company ______________________________

Name of Supervisor to Report To ______________________________

Dates to Report ______________________________

Working Hours ______________________________
(you will work the
regular working hours)

Lunch Arrangements ______________________________

Transportation Arrangements ______________________________
(to get there)
____

Dress to be worn ______________________________
____
____

Who to notify if absent
or late ______________________________

Phone No. ______________________________

Special Instructions ______________________________
____
____
____

3. Informing the Employer

The supervisor must be informed two or three days ahead that John Doe will be reporting. Preferably this should be done in person. If this is not possible, then a phone call may be appropriate. At this time obtain all the information necessary to fill in the student Exploration Station Fact Sheet.

4. Contact During the Week

Personal contact with the employer should be made during the week the student is participating in the exploration, if at all possible. This will provide an opportunity for a review of the objectives of the exploration and also highlight any problems that might have been encountered. As more and more students go through the program, the need for this personal contact may be reduced. During the visit the supervisor should be given the Employer or Supervisor Evaluation of Student form. If the visit is not made this form should be mailed or delivered to the employer. Arrangements should also be made at this time for the form to be picked up at the end of the exploration period.

5. Individual Counselling

Upon completion of the 3 - 5 day exploration period, the student will be in a position where he/she needs "to get it all together". Some students will be in a position where they will be sure that the occupation they explored is the one that they would like to enter and are at the stage where they have made a tentative occupational choice. Others will have decided that they are not interested in the occupation explored, while others will be undecided. All three groups of students should be individually counselled by the person who was in charge of their exploration experience. The purpose of the counselling session is to assist the individual to come to a decision about his next step.

If he has already decided that he wishes to enter a specific occupation, he is ready to proceed either to exploration of the training institution or to Unit III, which consists of an individual in-depth study of the occupation concerned and group study of job search techniques. Students may have made this type of a decision but have received a very poor report from employer concerned with the exploration. This report must be discussed with the individual and a decision reached as to whether the student is in touch with reality. Students who appear to be out of touch with reality should be referred for professional counselling, if this is available. If professional counselling is not available, discuss the case with your supervisor as soon as possible and arrive at a joint decision on what to do next.

If he has decided that he is not interested in entering the occupation explored. the reasons for this should be discussed with him. Use the reports the student has made out and the Employer's Evaluation of the Student to assist the student in gaining a realistic picture of himself. Perhaps his opposition to the occupation is really an opposition to work itself or a picture of himself as a person who is not going to be able to succeed. Deal with the person who is undecided in a similar manner. Remember the major options open to the student are:

1) to stucy in depth the occupation explored

2) to study in depth an occupation from the same cluster to the one explored

3) to explore an occupation from another cluster

4) to participate in an exploration

UNIT II

ITEM A

Some counselling hints. The following are a few suggestions that may help you in counselling students.

(a) Do not pose nor pretend that you have "the answers".

(b) Try to be warm, honest, sincere and genuine.

(c) All counselling situations are based on the idea of rapport -- a good working relationship.

(d) Focus on the present problem (the occupational choice process) and try to help the person solve it.

(e) Focus on what the client has learned from the process.

(f) Use terms understandable to the client.

(g) Discuss beginning jobs.

(h) In looking at other occupations, stress similarities and differences.

(i) Remember the student should be planning his own occupational development.

(j) Focus should be on the process of choosing and not on the life long choice. Stress that both the student and occupations will continue changing and choosing. Process is dynamic and not static.

(k) Stress that students' self appraisals in two years will be different.

(l) Student's picture of himself should be in touch with reality.

(m) Put the emphasis in the interview of the individual's self-acceptance, his reaction to the situation, and his ability to make use of his potentialities.

(n) Don't talk too much. Key skill of a counsellor is being able to LISTEN.

UNIT II

ITEM A

C. Training Institutions

Organizing exploration experiences within the training institution should be considerably simpler than organizing them with employers. Basically the same steps should be followed as for the employer, and the purpose and operation will be similar.

The steps are:

(a) Identifying training sources
  (i) Explain purpose
  (ii) Explain buddy system
  (iii) Length of time - 2 days
  (iv) Show forms - Instructor's Evaluation of Student
    - Student Questionnaire about Training Institution

(b) Tell students what is expected of them and give details of report times, etc.

(c) Inform instructor when student will report.

(d) Obtain Instructor's Evaluation of Student.

Decisions about whether or not students will explore the training institution will be made during the counselling sessions with individual students. A further counselling session will be required upon completion of this phase. It is not anticipated, however, that there will be a significant number of changes in occupational choice at this stage. The two days will primarily tend to serve as an orientation to the occupational training course.

Telling Students What is Expected of Them During the Training Institution Exploration

It is essential that students know what they are expected to do during their two day exploration. Before they go out they must be given the same information which has been given to the training institution instructor as outlined in Section 6.

a) Purpose - understanding of the type of behaviour expected.

b) Work on a "buddy" system.

(c) Will be there for two days and for the regular number of hours of training.

d) Will not be paid by the training institution.

Students will be given copies of: 1. Student Questionnaire about the Training Institution and 2. Job Traits Displayed by Buddy in the Training Institution and the forms explained to the student. Students will also be given a copy of the form Training Institution Fact Sheet filled in with the specific information which applies to their occupation.

TRAINING INSTITUTION FACT SHEET

Student Name ________________________________

Training Institution ________________________________

Address ________________________________

Dept. ________________________________

Course ________________________________

Name of person
to report to ________________________________

Dates to report ________________________________

Hours ________________________________
(You will remain for the
regular class hours)

Lunch arrangements ________________________________

Transportation arrangements ________________________________
(to get there)

Dress to be worn ________________________________

Who to notify if absent or late ________________________________

Phone No. ________________________________

Special Instructions ________________________________

____

____

UNIT II

ITEM A

Occupational Exploration

Job Expectations - What the Employer Expects

The following are employer expectations of employees. Employees who meet these expectations are generally considered to be "good" and that a satisfactory employment situation is the result for both employees and employers. Discuss each of these.

1. Skills. The knowledge and the abilities to perform assigned tasks are known as skills. All jobs require different skills at different levels. Knowing and being able are the basis for any employment. They are necessary to get and keep any job.

2. Dependability. An employer who provides a person with a job is paying for some type of productivity. One of the more important things that he expects of an employee is dependability, or the willingness of that person to produce what he has agreed to. Dependability can be displayed by being at work regularly; being on time; sticking to an assigned task; abiding by company policy; making an honest account of company monies and materials and meeting work deadlines and schedules.

3. Industriousness. Industriousness is knowing your own job, and getting at it without being prodded or constantly watched. An industrious person is a self-starter who can work with a minimum of supervision and can use initiative in starting and finishing a task.

4. Enthusiasm. Enthusiasm is a genuine interest in the job that causes a person to enjoy the job and to make his association pleasurable to those around him.

5. Decision-Making. The ability to make a decision and carry it through is the mark of a mature individual. It involves getting the facts, considering the consequences, and applying judgement before one acts. Employers may give directions, but no matter how detailed directions or procedures are, employees have to make decisions. Employers expect good judgement in decision situations.

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6. Working Habits. The quality of work that a person produces is often related to his working habits. Good employees maintain habits such as neatness and accuracy.

7. Friendliness. The employee who is friendly by nature and who can get along with others makes his work and the work of those around him easier. Most employees are going to spend about a third of their day at work. They appreciate this time being spent near a friendly person, rather than a grouch.

8. Teamwork. Closely allied with the quality of friendliness is the ability to work with other people toward the accomplishment of an assigned task. One person who is uncooperative can destroy the effect of a large team of people. Teamwork involves:

   (a) Not shirking one's portion of an assignment
   (b) Respecting the work and the contributions of other members of the team.
   (c) Not seeking personal advancement or recognition from the work of the entire team.

9. Attention to Safety Factors. When a man is working with a group of people, his actions and observations might not only keep him from being injured, but other members of the staff as well. Carelessness to safety factors can disrupt entire oprations, cause injuries, and cost employers unnecessary expense. An employee should remember always to leave his working area in a safe condition.

10. Appearance. The first mark of good appearance on a job is to be dressed appropriately for the job you are to do. Some jobs require a business suit, while others require heavy close-fitting clothing. Good grooming is also important. Appearance involves dressing and grooming in such a manner that you do not seem out of place while you are on the job.

NOTE: These points can be used as a basis for deciding whether or not the actual work situation would be satisfactory to the student.

Source: TRANDS, Creating a Career, July, 1974.

Topic VIII, Unit I, Exercise 2, pp 325-6

UNIT II

Item A

Job Expectations - What the Employee Expects

The following are 10 things that employees expect to find and experience in any job. Not all jobs have all these characteristics, but these things can be thought of as average conditions and ones which probably result in a satisfactory job from the employee's point of view. Discuss each of the ten. These points may serve as a basis for deciding whether or not a particular work situation would be satisfactory to the student or not.

1. The Nature of the Job. Employees find that the ideal job is one that matches their personal qualifications with those required by the job. The match should include physical abilities, interests. emotional needs, aptitudes, abilities and training.

2. Working Conditions. One of the first conditions that an employee can expect on the job is to be provided with a safe, clean place to work. Although some types of work will be associated with certain hazards, it is the responsibility of the employer to see that unsafe conditions are reduced to a minimum and that each of his employees is provided with the proper tools and equipment to perform quickly and efficiently the tasks he is hired to do.

3. Hours of Work. Employees prefer jobs that have regular working hours. Jobs that have regular hours (even though shift work may be involved) that allow for a well-balanced life including time for family activities and recreational activities are usually chosen even when the opportunity to earn more goes with longer hours.

4. Pay and Other Benefits. It is quite normal for jobs to be evaluated in terms of pay and other benefits. The pay should reflect the employee's skills, abilities and training. Sometimes benefits provided by the company are worth more to the employee than the actual salary. In examining a prospective job, a person should become as familiar with the benefits associated with the job as with the basic pay schedule. Benefits include such things as vacations, pension schemes, sick leave, profit sharing and others.

5. Advancements at Work. One aspect that often affects a person's outlook toward a job is the opportunity that the job affords him for promotion. Workers are usually better satsified if they are fully aware of the basis on which promotions are made. Often, employees expect employers to seek people for management positions from the existing staff before looking outside the company.

6. Future Prospects. Closely associated with pay and other immediate benefits is the consideration of what future prospects the job offers its employees. Employees ask, "Will it provide steady employment"? "Is it reasonably certain that the job will be able to provide for the future, for the growth of my family, and for my retirement"?

7. Working Associations. Most jobs provide employees with benefits that have nothing to do with the salary. These include off-the-job recreational and social activities for the staff. Our work life occupies a major part of our time and the people we associate with at work form a social group which is very important to job satisfaction. Besides the informal associations, there are often company social clubs, recreation clubs and in some cases professional or trade associations.

8. Participation. An employee likes to be able to make suggestions to solve problems which arise in his work. In this way, he can contribute to the success of his group, his job and the firm he works for.

9. Supervision. Conscientious and fair supervision where an employee feels that the supervisor maintains his best interests at heart are essential for employee satisfaction. He must be able to feel that he can go and discuss his job and any difficulties he is having on the job with somebody in authority.

10. The Company. A worker gains prestige as the company he works for gains and holds prestige in the community. In order to have the maximum benefit, an employee needs to pick a company of which he can be justifiably proud.

Source: TRANDS, Creating a Career, July, 1974.

Topic VIII, Unit I, Exercise I, pp 323-4

Adapted by L.M. Larson

ITEM A

EMPLOYER OR SUPERVISOR'S EVALUATION OF STUDENT

Dates ______________ Name of Student ______________

Name of business ________________________________

Address of business ________________________________

____

Phone No. ______________

Name of contact person ________________________________

Position ______________________ Phone No. ______________

Please check one of the columns for each of the following questions.

		YES	NO	SOME TIMES
1. Was dependable	1.			
2. Directions were followed to the letter	2.			
3. Accepted being told how to do a certain thing	3.			
4. The task was performed exactly	4.			
5. Personal appearance was neat and appropriate	5.			
6. The person was on time	6.			
7. Responsibility for assigned jobs was shown	7.			
8. Directions were followed willingly	8.			
9. Constant supervision was unnecessary	9.			
10. Was he/she pleasant to work with?	10.			
11. Showed friendliness to the other members of the staff	11.			

		YES	NO	SOMETIMES
12. Showed friendliness to the employer	12.			
13. Were jobs completed when started?	13.			
14. Willing to learn new skills?	14.			
15. Worked without becoming bored or discontented	15.			
16. Could stand up to pressure	16.			
17. Easily upset	17.			
18. Nervous	18.			
19. Respected fellow workers and their jobs	19.			
20. Cooperated with fellow workers	20.			
21. Usually understood directions given	21.			
22. If directions were not understood, was willing to ask for more details	22.			
23. Respected supervisor and the job he has to do	23.			
24. Could accept criticism	24.			
25. Could accept praise	25.			
26. Gave notice before leaving	26.			
27. Missed for reasons other than illness	27.			
28. Anger affected the working ability	28.			
29. Ineffective on the job due to alcohol and/or drugs.	29.			

		YES	NO	[illegible]
30. Failed to do job well and resulted in reprimand and/or dismissal	30.			
31. Accident caused due to carelessness	31.			

Summary of performance ____

____

____

____

Recommendations ____

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____

Source: TRANDS, Creating a Career, July, 1974.

Topic VIII, Unit 2, pp 328-9

Adapted by L.M. Larson

STUDENT FORMS FOR THE ACTUAL WORK SITUATION EXPLORATION

1. Information to be obtained by the student.
2. Student evaluation of the actual work situation.

UNIT II

ITEM A

INFORMATION TO BE OBTAINED BY STUDENT

Note: This form is to be completed by the student as a result of interviewing the employer and recording the answers.

Part I Student Questionnaire of Employer/Supervisor's Expectations

Name of Student ______________________

Name of Business ______________________

Address ______________________

Name of employer ______________________

Phone No. ______________________

1. What skills do you expect the employees in this occupation to have?

____

____

2. How important is dependability in your employees?

____

____

3. What qualities would you expect in a dependable employee?

____

____

4. Do you expect your employees to work without a lot of supervision?

______ Yes ______ No

If Yes, in what ways?

____

____

5. How much initiative do you expect from your employees?

6. Is enthusiasm a desireable quality in your employees?

_____ Yes _____ No

How is it important? (for a yes answer)

7. Do you expect your employees to make decisions?

_____ Yes _____ No

If Yes, how and in what ways?

8. What work habits do you expect your employees to practice?

9. How important is friendliness amongst employees?

What effect does it have on the work?

10. What teamwork would be involved in this occupation?

11. What safety precautions do you expect your employees to follow?

____

____

____

12. How do you expect your employees to dress on the job?

____

____

____

UNIT II

ITEM A

Part B Student Questionnaire about Employee Opinions

Note: This form is to be completed by the student as a result of interviewing the contact person in the actual work situation and recording the answers.

Name of business ______________________________

Address ______________________________

Phone No. ______________

Occupation ______________________________

Contact person ______________ Phone No. __________

1. What does the job consist of generally?

____

____

____

2. Is the work chiefly manual, mental or a combination?

____

____

3. Do job tasks vary or is the work repetitive?

____

____

____

4. What types of equipment are used -- e.g. tools, machines, materials?

____

____

____

5. What are the working hours -- regular, overtime holidays, etc.?

____

____

6. Does the work involve chiefly sitting or standing?

____

____

7. Is the pay satisfactory?

_____ Yes _____ No

If No, why not? ______________________________

____

8. What are the average earnings of people who are experienced in this occupation? ______________________________

____

9. Is the work seasonal or on a year round basis?

____

____

10. Are there frequent lay-offs due to work interruptions or strikes?

____

____

____

11. What benefits are included? (e.g. pension, sick benefits, etc.)

____

____

____

12. What off-the-job recreational and social activities are provided for the employees? ____________________

____

____

13. What clubs (social. recreational, trades) are part of this job?

____

____

____

14. How much are you involved in solving problems related to work?

____

____

____

15. How much and what kind of supervision is there in this job? ____

____

____

____

16. What advancements are possible?

____

____

____

How quickly? ____________________

____

____

17. What are the future prospects of this job?

Source: TRANDS, Creating a Career, July, 1974.
Topic VIII, Units 1, 2, pp 323-9
Adapted by L.M. Larson

UNIT II

ITEM A

Student Evaluation of Actual Work Situation

Part A This form is to be completed by this student while he/she is out for occupational exploration experience in an actual work situation.

Student Name ____________________

Dates involved in an exposure situation: ____________________

____

Name of Industry or Business ____________________

Address ______________________________________

Phone No. ____________________

Name of Buddy ____________________

Position ____________________ Phone No. ____________________

Evaluation of exposure situation (s) (check one)

________ 1. Valuable in deciding occupational choice

________ 2. Require more exposure in a particular area (specify)

____

____

________ 3. Require exposure in other area (s) of the same occupation (specify)

____

____

_______ 4. Would like to explore other occupation (s) (specify)

____

____

Nature of the work -- general outline of the work performed, no. of people connected with this job directly.

____

____

____

Working conditions - inside, outside, temperature changes, noise and vibration, hazards, ventilation, hours, lighting

____

____

____

Advancement possibilities -- line of promotion, wages, rate of promotion.

____

____

____

Future prospects -- trends, rate of change

____

____

____

Pay and other benefits -- vacation, pension, sick benefits

____

____

____

____

Work organizations;

(a) employers -- function, purpose, size

(b) employees -- function, entry requirements, social time

Particular qualifications:

(a) for male and female
(b) age
(c) physical, mental, social, moral
(d) special skills
(e) special tools required
(f) legislation affecting occupation

Certificates, diplomas and other credentials required:

(a) general education

- I. necessary
- II. desirable

(b) special training

- I. necessary
- II. desirable
- III. training centers, - schools, on the job, other

(c) experience

- I. necessary
- II. desirable

Other:

(a) methods of entering
(b) use of special employment agencies
(c) length of time before skill is attained
-union or apprenticeship rules
(d) participation in solving problems related to the job
(e) supervision, amount, kind, someone to talk to
(f) working for a company of which an employee can be proud

Part B Each student is to complete this part of the form based on his/her observations of the contact person in the actual work situation.

			Yes	No
1.	Was his/her personal appearance neat?	1.		
2.	Was he/she conscious of appropriate dress?	2.		
3.	Were his/her work habits neat and orderly	3.		
4.	Was he/she usually on time?	4.		
5.	Did he/she feel responsible for jobs assigned to himself?	5.		
6.	Did he/she try to perform jobs assigned to to the best of his/her ability?	6.		
7.	Did he/she follow directions willingly?	7.		
8.	Could he/she work without constant supervision?	8.		
9.	Was he/she pleasant to work with?	9.		
10.	Was he/she friendly to other members of the staff and the employer?	10.		
11.	Did he/she complete jobs which were started?	11.		

			Yes	No
12.	Was he/she willing to learn new skills?	12.		
13.	Could he/she continue to work without becoming bored or discontented?	13.		
14.	Could he/she stand pressure?	14.		
15.	Was he/she easily upset or nervous?	15.		
16.	Did he/she respect fellow workers and their jobs?	16.		
17.	Could he/she cooperate with fellow workers?	17.		
18.	Did he/she usually understand instructions given to him/her?	18.		
19.	If he/she didn't understand instructions, was he/she willing to ask for more details?	19.		
20.	Did he/she respect the supervisor and the job he/she had to do?	20.		
21.	Could he/she accept criticism?	21.		
22.	Could he/she accept praise?	22.		
23.	Did he/she ever quit without giving the supervisor notice?	23.		
24.	Did he/she ever miss work for reasons other than illness, which put the employer in an uncomfortable position?	24.		
25.	Did anger make a marked change in his/her working ability?	25.		
26.	Was he/she ineffective on the job due to drinking?	26.		

			Yes	No
27.	Was he/she ineffective on the job due to drugs?	27.		
28.	Was he/she scolded or dismissed for not doing a job well?	28.		
29.	Did he/she have an accident on the job due to carelessness?	29.		

Source: TRANDS, Creating a Career, July, 1974.
Topic VIII, Unit 2, pp 328-9
Adapted by L.M. Larson

UNIT II

ITEM B

INDIVIDUAL COUNSELLING

1. Training Institution Exploration.
2. In Depth Study and Job Search Techniques.
3. Looks at another career cluster.

ITEM B

Instructor's Evaluation of Student

Name of Student ____________________

Dates ____

Institution ______________________________

Dept. ______________________ Phone No. ________________

Course ____

Instructor ______________________________

Contact person ______________________ Phone No. ________________

Please check one of the columns for each of the following questions:

		YES	NO	SOMETIMES
1. Was dependable	1.			
2. Directions were followed to the letter	2.			
3. Accepted being told how to do a certain thing	3.			
4. The task was performed exactly	4.			
5. Personal appearance was neat and appropriate	5.			
6. The person was on time	6.			
7. Responsibility for assigned jobs was shown	7.			
8. Directions were followed willingly	8.			
9. Constant supervision was unnecessary	9.			
10. Was he/she pleasant to work with?	10.			
11. Showed friendliness to the other members of the staff	11.			

		YES	NO	SOME TIMES
12. Showed friendliness to the employer	12.			
13. Were jobs completed when started?	13.			
14. Willing to learn new skills?	14.			
15. Worked without becoming bored or discontented	15.			
16. Could stand up to pressure	16.			
17. Easily upset	17.			
18. Nervous	18.			
19. Respected fellow workers and their jobs	19.			
20. Cooperated with fellow workers	20.			
21. Usually understood directions given	21.			
22. If directions were not understood, was willing to ask for more details	22.			
23. Respected supervisor and the job he has to do	23.			
24. Could accept criticism	24.			
25. Could accept praise	25.			
26. Gave notice before leaving	26.			
27. Missed for reasons other than illness	27.			
28. Anger affected the working ability	28.			
29. Ineffective on the job due to alcohol and/or drugs.	29.			

		YES	NO	SOME TIMES
30. Failed to do job well and resulted in reprimand and/or dismissal	30.			
31. Accident caused due to carelessness	31.			

Summary of performance ______________________________

____

____

____

Recommendations ______________________________

____

____

____

Source: TRANDS, Creating a Career, July, 1974.

Topic VIII, Unit 2, pp 328-9

Adapted by L.M. Larson

Student Forms for

Training Institution Exploration

1. Student Questionnaire about Training Institution.
2. Student Evaluation of Training Institution Visit.

UNIT II

Item C

Note: This report will be completed by the student during the exposure to the training institution.

Student Questionnaire about the Training Institution Visit

Part A The student will interview the instructor and record the answers on this form.

Training Institution ____________________

Dept. ____________________

Course name ____________________

Instructor ____________________

Phone No. ____________

Length of course ____________

1. What skills do you expect your students to have before entering the course?

____

____

____

2. What skills do you expect from your students when they have finished the course?

____

____

____

3. How important is dependability in your students?

____

____

____

4. Do you expect your students to work without a lot of supervision?

_____ Yes _____ No

If yes, in what ways?

____

____

5. How much initiative do you expect from your students?

____

____

6. Is enthusiasm a desireable quality in your students?

_____ Yes _____ No

If yes, how is it important?

____

____

____

7. What work habits do you expect your students to develop?

____

____

____

8. How important is friendliness amongst students?

____

____

____

9. What effect does it have on the learning situation?

____

____

____

10. What safety precautions do you expect your students to follow?

11. How do you expect your students to dress?

12. How much time is spent on related academic subjects?

13. How much time is spent in the lab or shop situation?

14. How are the marks allotted?

15. Is there time provided for individual help where needed?

16. If you were going to recommend a student to a prospective employer, what characteristics would you stress?

UNIT II

ITEM C

Part B   This part is to be completed by the student as he/she interviews his/her buddy in the training institution.

Contact person ______________________________

Phone No. __________________

1. What are the conditions of the training situation like as far as you are concerned?

____

____

2. What are the hours of training in this course?

____

____

3. How much and what kind of supervision is there in this course?

____

____

4. Is individual help available if you need it?

____

____

____

5. How much time is spent on related subjects?

____

____

6. How much time is spent in labs or a shop situation?

____

____

7. If accomodation is necessary for training, is any available through school contacts?

_____ Yes _____ No

8. Where is the information available from?

____

____

8. What does the instructor expect from you as a student?

____

____

____

9. How much and what kind of supervision do you have?

____

____

10. What skills are you expected to have before entering the course?

____

____

11. What skills will you have at the end of this course?

____

____

12. What credentials will you have at the end of this course?

____

____

13. How are you expected to learn?

Group instruction ______________________________

Individualized instruction ______________________________

Other (Please specify) ______________________________

____

14. What are the job prospects after this course?

____

____

____

15. Can this training be obtained in other locations?

_____ Yes _____ No

If yes, where? ____________________________________

____

____

b) special training

  i) necessary
  ii) desireable
  iii) training centre
    - location
    - cost
    - time involved
    - special equipment

c) experience

  i) necessary
  ii) desireable

____

____

____

____

____

____

Other ______________________________

____

____

____

____

UNIT II

ITEM C

Student Evaluation of Training Institution Visit

Part A This part of the form is to be completed by the student while he/she is out for occupational exploration experience in a training institution situation.

Dates in the institution ______________________________

Training institution ______________________________

Address ______________________________

Phone No. ____________________

Dept. ____________________

Course ______________________________

Instructor ____________________

Contact person ____________________

Phone No. ____________________

Evaluation of exposure situation (s) (check one)

_____1. Valuable in deciding occupational choice

_____2. Require more exposure in a particular area (specify)

____

____

_____3. Require exposure in other area (s) of the same occupation (specify)

____

____

____4. Would like to explore other occupation (s) (specify)

Nature of the training -- general outline of the work performed, no. of people connected with this training directly

Working conditions -- Inside, outside, temperature changes, noise and vibration, hazards, ventilation, hours, lighting

Particular qualifications -

a) for male or female
b) age
c) physical, mental, social, moral
d) special skills
e) special tools required
f) legislation affecting occupation

Certificates, diplomas and other credentials required:

a) general education

i) necessary

ii) desireable

UNIT II

ITEM C

Part B This part of the form will be completed by the student based on his/her observation of his/her buddy in the training institution.

			YES	NO
1.	Was his/her personal appearance neat?	1.		
2.	Was he/she conscious of appropriate dress?	2.		
3.	Were his/her work habits neat and orderly?	3.		
4.	Was he/she usually on time?	4.		
5.	Did he/she feel responsible for jobs assigned to him/her?	5.		
6.	Did he/she try to perform jobs assigned to the best of his/her ability?	6.		
7.	Did he/she follow directions willingly?	7.		
8.	Could he/she work without constant supervision?	8.		
9.	Was he/she pleasant to work with?	9.		
10.	Was he/she friendly to other members of the class and the instructor?	10.		
11.	Did he/she complete jobs which were started?	11.		
12.	Was he/she willing to learn new skills?	12.		
13.	Could he/she continue to work without becoming bored or discontended ?	13.		
14.	Could he/she stand pressure?	14.		
15.	Was he/she easily upset or nervous?	15.		
16.	Did he/she respect fellow workers and their jobs?	16.		
17.	Could he/she cooperate with fellow workers?	17.		

			Yes	No
18.	Did he/she usually understand instructions given to him/her?	18.		
19.	If he/she didn't understand instructions, was he/she willing to ask for more details?	19.		
20.	Did he/she respect the instructor and the job he/she had to do?	20.		
21.	Could he/she accept criticism?	21.		
22.	Could he/she accept praise?	22.		
23.	Did he/she ever leave the class for the day without giving the instructor notice?	23.		
24.	Did he/she ever miss classes for reasons other than illness?	24.		
25.	Did anger make a marked change in his/her working ability?	25.		
26.	Was he/she ineffective in class due to drinking?	26.		
27.	Was he/she ineffective in class due to drugs?	27.		
28.	Did he/she have an accident in class due to carelessness ?	28.		

Source: TRANDS, Creating a Career, July, 1974.

Topic VIII, Unit 2, pp 328-9

Adapted by L.M. Larson

TENTATIVE

OCCUPATIONAL

CHOICE

UNIT III .

ITEM A

JOB SEARCH

TECHNIQUES

UNIT III

ITEM A

JOB SEARCH TECHNIQUES

Introduction

The section on teaching specific job search techniques may be handled in three ways:

1. Use the Life Skills Coaching Manual - Applying for a Job pp 549-63

   See Appendix A

2. Refer to

   Student Personnel Services, Counsellor's Resource Book for Small Groups in Guidance

   Unit pp

   See Appendix B

3. Contact local branch of Canada Manpower Center and ask that:

   a) Someone from that department come to the class and deliver the federal Creative Job Search Techniques course. OR

   b) The C M C train the classroom teachers to deliver the course themselves.

The use of video tape and role playing in a job interview situation should be investigated and used it practical. Try to obtain as an interviewer someone who has been involved in hiring and have the students interviewed by this person as if they were actually applying for a job. A replay of the interview using video tape can be very revealing for the student. Use of personnel officers in the local setting can often be arranged.

UNIT III

JOB SEARCH TECHNIQUES

ITEM A

Lesson: Applying for a Job

Time: 14 hours

Overview

In this lesson, students practice skills used in applying for a job: using "Help Wanted" ads, completing application forms, writing letters of application, writing resumes, and interviewing employers. They use their skills to apply for a job or for further training placement.

Resources Required

"Help Wanted" sections from current newspapers

Projectual: Windego Mining Co. Ltd.

A copy of Letter of Application Outline for each student

A copy of Sample Letter of Application for each student

A copy of Joe Letendre's Case Study and Resume for each student

Advance arrangements with staff members or employers for the simulated interviews.

Life Skills Coaching Manual; Life Skill Series;
Department of Manpower and Immigration, Saskatchewan Newstart,
Prince Albert, Saskatchewan, 1973. pp 549 - 563

Advance arrangements with staff stenographer to act as public stenographer

Video equipment

Objective

The student completes an application form, writes a letter of application, writes a resume of education and job experience, practices interviewing an employer, interviews an employer, to practice skills of organizing and presenting data.

Stimulus

The coach states the lesson objective: students practice applying for a job by filling out application forms, writing letters of application and resumes, practicing interviewing skills and interviewing an employer about a job or arranging for further training. He tells the students they spend a week on these important skills.

The coach distributes "Help Wanted" sections from current newspapers. He asks students to study the advertisements.

Application Time: 3 hours

The coach asks the students to collect all the written materials they have completed: application forms, letters of application and resumes. He asks students to read the material and make alterations for a final draft.

The coach says, "Some 'Help Wanted' ads request hand written application forms, letters and resumes; but if they do not, you could have them typed." The coach asks students to name persons in the community who might do this. He makes sure they know about the services of a public stenographer. He suggests that to find out how to use the services, one of the students visit a public stenographer to have his application, letter and resume typed and to report what happens. The coach makes arrangements with a staff member to act as a public stenographer for the rest of the group. Students visit the stenographer and explain what they want done.

The coach tells the students that to practise an interview, he has arranged for staff members or employers to interview them. He reminds them of TIP. The coach videotapes the interviews.

Evaluation Time: 2 hours

When each student has participated in a simulated interview with a staff member or an employer, the coach invites feedback from the interviewers. He plays the videotapes. The coach invites each student to comment on his own skills or lack of them and to invite feedback from others. When the student identifies the need for practise of a specific skill the coach stops the tape and helps the student try alternative behaviors for that situation. After analysis of each student's interview, the coach asks the student to identify his strengths and weaknesses in the interview situation. He provides further practise of skill training as required.

When students feel they can handle a job interview, the coach encourages them to make arrangements for a real job interview or an interview for further training: they mail their letter of application or phone for an interview; they check their application form and resume and carry out the interview.

Students who do not get a job from their interview report on what happened. They complete forms and letters for other jobs and continue to practise interview skills. The coach encourages the students to support each other until all have made arrangements for jobs or further training.

Evocation

The coach asks, "What facts do the ads give?" As students respond to the question, the coach watches for them to take leadership; if this does not occur, the coach says, "Someone should record these facts on the flip chart." The coach contributes to the conversation to develop a list of items such as: age, education, health, references, marital status, hours of work, special certificates, special interests, ability to meet people, energy and ambition, company benefits, male or female, references, date available, apply in person, telephone, apply in writing, send resume and so on.

When the group has compiled a list, the coach seeks a summarizing behavior from the students. He tries questions like these: "What facts do we have? What can we do with a list of facts?" If no one responds, he says, "When we have a list of unsorted facts, we usually classify them." He proposes categories such as these: facts about the job, facts about the applicant, how to apply. The coach says, "Mark each item about the job with a 'j,' each one about the applicant with an 'a,' and each one on how to apply with an 'h.'" If some items do not fall into any of these categories, the coach asks the group to create a new category.

The coach remarks, "We found these facts from a study of many ads. Most employers require these facts even though a single ad may not specify all of them. In this lesson, we practise ways to present information the employer wants: we complete application forms, write letters of application, write resumes and practise job interviews." The coach posts a list of these activities.

Objective Enquiry

Part I - Application Forms   Time: 1 1/2 hours

The coach moves the lesson directly into practise: "Let's do the first item, application forms. To satisfy the employer, we must meet these criteria:'

1. The form must be accurate.
2. The information must be complete.
3. The information must be honest.
4. The form must be neat.
5. The written directions must be followed.
6. All responses must be typewritten or in pen and ink.

The coach distributes a variety of application forms. He asks the student to compare the different ways the forms ask the same questions: for example, forms request information about marital status in ways like these: 'Marital Status__________; or Check items which apply to you _____ Single, _______ Married, _______Widowed, _______Separated, _______Divorced." He initiates questions about the parts of the form they find difficult: "What does 'chronic ailment' mean? Do you put 'I wear glasses' under physical disability'? If you live common-law, do you say you are single or married? How do you answer, 'Why did you leave your last job' or 'Reasons for leaving last job'?"

After this discussion, the coach asks each student to take one of the forms, "Complete the form as well as you can and put an 'x' beside those items which trouble you. Try it yourself first, then get help from another person. Help each other find solutions to the difficulties. Use the multi-media kit as a resource." The coach draws particular attention to bond applications, noting that many companies require this. He points out that the John Howard Society or the National Parole Service can sometimes arrange bonding for applicants with a criminal record. He tells them that not all employers may know of this possibility, and therefore the job applicant should have the information. He suggests those concerned should get this information from one of these organizations.

The coach asks each student to get application forms for further training or the job of his choice. The student may have to make a special trip to get the forms, or write a letter requesting them. When the student has these, he completes one form for criticism by the group and saves the second for later in the lesson.

Part II - Letter of Application Time: 1 1/2 hours

The coach says, "We'll do the next item on the list, writing letters of application." He refers them to "Help Wanted" sections from current newspapers asking the students to recall the facts they classified in the evocation. He shows the projectual, Windego Mining Co. Ltd. "Look at this ad. If you wrote a letter of application to answer this ad, what points would you refer to?" The coach records what they tell him on the flip chart.

The coach distributes the Letter of Application Outline and the Sample Letter of Application to each student. He explains how to organize the letter: "As you see on the outline, this letter of application has four paragraphs or parts: a statement identifying the position applied for; a statement of the qualifications of the person applying; a statement about enclosures; and a request for a personal interview at a convenient date." He says, "We can write a letter of application for one of the jobs at Windego Mining Co. Ltd., following the pattern shown in the sample. We can work on the flip chart. Each person can come up in turn and add a part. I'll start by putting my own address on the letter." The coach directs the group to continue working in this manner until they complete the letter. He encourages questions and comments.

The coach asks the students to write a letter of application for themselves. "Earlier in the lesson you filled out an application form for a job. Now write a letter of application for the same job. If you feel unsure about writing the letter of application, get help or use the materials in the multi-media kit." After the students complete the letters, the coach asks the students to exchange them. "Look at the letter as if you were the employer receiving it. Does it tell you what you want to know? Apart from the words, what does it tell you about the person applying? Would you give this applicant an interview?" Following the exchange of feedback, the coach tells the students to make any needed changes. He tells them to keep the letter for later in the lesson.

Part III - Resumes Time: 2 hours

The coach tells the students that "Help Wanted Ads" sometimes ask for a resume. The coach writes the word resume on the flip chart and explains that a resume is sometimes called a work history, or a work profile. He explains that a resume gives the employer a short summary of a job candidate's qualifications and experience.

The coach shows the projectual, Windego Mining Co. Ltd. He distributes copies of Joe Letendre's Case Study and Resume. The coach asks the students to read the case study and resume. He helps them discuss what skills the job asks for, Joe's skills, and how he shows these in his resume.

The coach asks each student to describe his education and work history by writing a case study about himself. Using the Case Study and Resume for Joe Letendre as a model, as well as other samples in the multi-media kit, the coach asks each student to prepare a draft of a job and education resume for his own case study.

The coach asks, "In what ways might you present a poor work history to improve your chances of getting a job?" He might suggest: "If you held a number of different jobs, you could say, 'I gained experience from a series of temporary jobs;' or 'I have experience in a variety of different job situations;' or you could tell more about the job you had the longest or in which you had the most success. If you never had a job, you might list hobbies and interests and tell the employer you have skills related to the job you want. If you were fired from your last job because you often came late to work, you might say so, adding that your record in the past month shows perfect attendance. If you lost your job because of drinking, you might tell what steps you have taken to overcome your drinking problem."

When each student completes a draft of his resume, the coach asks the students to form triads. "Compare your resumes and ask for feedback and suggestions. Use materials in the multi-media kit to help you." The students amend their resumes after criticism and prepare a draft for typing.

Part IV - The Job Interview Time: 2 hours

The coach writes these words on the flip chart: "When an employer interviews you for a job, he looks for someone to do a job for him. He does not hire you because you need a job. You must show an employer that he needs your services as much as you need the job."

The coach says, "We've talked about applying for a job for some days now. You've prepared an application form, a letter of application and a resume to help you get a job. Now, what happens when you go for the interview? Let's have a role-play to see what we know. I'll be the employer! Who volunteers to apply for the job? Who volunteers to video us?" The coach prepares the volunteer for the role play by talking about what job the student wants.

Following the role-play, the coach writes this acronym on the flip chart:

T - Time

I - Introduction

P - Prove

He says, "In an interview you have to come on time; you must introduce yourself and prove to the employer you are the person for the job. The coach plays the videotape of the role play. He encourages students to comment on the introduction, "What impression would the employer get from the introduction?" He plays the rest of the skit, saying, "In what ways did ______________ show the employer he should get the job? Did he prove himself by showing his skills?

What about his posture? What about his voice? Would he dress this way for a real interview?" The coach also asks about his part, "What did I do as an interviewer? What else might I have done?"

The coach suggests each student practise introducing himself to an employer. He asks students to choose partners, taking turns so each student acts as an employer and as a job applicant. The coach videotapes each student role playing his introduction to the employer. The students examine and criticize their actions as recorded on the videotape and practise the skill until satisfied. Some students may require more practise than others.

The coach refers students to the quotation and the acronym he wrote on the flip chart at the beginning of the session. He says, "The 'P' in TIP indicates the importance of proving to the employer that you have the skills he needs." The coach tells the students to work in triads to discuss the role play how they could PROVE to an employer that they have the skills he needs. He suggests they use the materials in the multi-media kit for ideas. He tells the students that they practise the whole interview in a simulated interview later in the lesson.

Lesson: Applying for a job

Letter of Application Outline

Your Street Address
City, Province
Date

Name of Employer
Street Address or Box Number
City, Province

Dear--------------:

Position Applied For

Qualifications

Enclosures

Request for an interview

Sincerely yours,

Your signature

Lesson: Applying for a job

Sample Letter of Application

410 - Tenth Street East,
Prince Albert, Saskatchewan,
November 9, 1970.

Personnel Manager,
Electrical Repair Shop,
Saskatoon, Saskatchewan.

Dear Sir:

Please consider my application for the job of Electrical repairman, advertised in Friday's Star Phoenix. I believe that my training and experience have prepared me to handle the job to your satisfaction.

I am 30 years old, married and have two children. I completed my grade ten at the Prince Albert Technical High School in May of 1964. Since then, I have taken a 32 week Electrical Construction course at the Prince Albert Technical High School. For the past four years I have been employed by Mr. J. Doe as a helper in his Repair-It-Right Electric Shop. I have also worked as a transit operator and a maintenance man.

Enclosed you will find a complete job and personal resume which includes references.

I would appreciate an opportunity to discuss the job with you at your convenience.

Sincerely yours,

Robert Smith

Lesson: Applying for a Job

Case Study of Joe Letendre

Born in a small community, Deep Lake, Saskatchewan, in August, 1942, Joe Letendre grew up in that settlement with his parents, Armand and Marie, and 4 brothers and 3 sisters. Joe's father earned his living by fishing, trapping and wood cutting. Joe attended the settlement school and completed his grade 8. Joe learned to play the fiddle from his grandfather.

Living in a community of people with several cultural backgrounds, Joe was able to speak French, English and Cree fairly well. Joe loved to go hunting for ducks and moose in the fall.

In 1962, Northern Lights Saw Mill Co. Ltd., opened a plant near Deep Lake, and Joe got work as a pulpcutter. In 1963, he married Rose Simard, a local girlfriend. In 1964, on April 18th, Joe and Rose had a baby boy named, Thomas Armand Letendre. In 1965, on July 17th, Joe and Rose had a baby girl, Marie Rose.

Joe worked for Northern Lights for 3 years, starting as a cutter, then took the company training program to become a skidder. After another year with Northern Lights, Joe tried to work as a private contractor for the Great West Saw Mill Co., but had difficulty making his job pay enough to buy equipment.

In 1967, Joe enrolled in a Manpower Training Program at Feeney. A year and a half later, he received his grade 11 certificate.

Joe returned to work as a mill helper for Great West Saw Mill Co. but he is not satisfied with his job or pay. He can't move into higher paying employment there and is looking for a better job.

Lesson: Applying for a Job

Resume for Joe Letendre

NAME: Joseph Armand Letendre

ADDRESS: Deep Lake, Saskatchewan

TELEPHONE: 68 AGE: 28 MARITAL STATUS: Married

DEPENDENTS: 3

SOCIAL INSURANCE NO.: 308-665-223

HEIGHT: 5' 10"

WEIGHT: 185

HEALTH: Good

EDUCATIONAL RECORD:

Location:	Grade Completed:
Adult Upgrading Courses, Feeney Technical School, Feeney, Saskatchewan	Vocational Grade 11 (1968)
St. Joseph's School, Deep Lake, Saskatchewan	Grade 8 (1960)

EMPLOYMENT RECORD:

Great West Saw Mill Co. Ltd. Deep Lake, Saskatchewan Position: private contractor for skidder operations, mill helper	May 1966 - June 1967 June 1969 -
Northern Lights Saw Mill Co. Ltd. Deep Lake, Saskatchewan Position: cutter, skidder, operator	September 1962 - April 1966

Armand Letendre,
Deep Lake, Saskatchewan,
Position: fishing, trapping, cutting

June 1960 - August 1962

LANGUAGES:

Spoken: French, English, Cree

Written: English

HOBBIES AND RECREATIONAL ACTIVITIES:

Big game hunting, duck hunting

Fiddle playing

REFERENCES:

Mr. Henry Jeanneau,
Cutter Foreman,
Northern Lights Saw Mill Co. Ltd.,
Deep Lake, Saskatchewan.

Mr. Mike Manning,
Mill Supervisor,
Great West Saw Mill Co. Ltd.,
Box 221,
Deep Lake, Saskatchewan.

Mr. Ed Richardson,
Educational Upgrading Instructor,
Feeney Technical School,
Feeney, Saskatchewan.

Source: Life Skills Coaching Manual pp 549-63

Appendix B

UNIT III

ITEM A

COUNSELLOR'S RESOURCE BOOK

FOR SMALL GROUPS IN GUIDANCE

BEST COPY AVAILABLE

Unit 312 After High School, What!

Entering the World of Work

Applying for a Job

Objective:

To prepare students with all the factual knowledge necessary for the world of work - how to write letters of application, fill out a job application form, prepare resumes and conduct oneself during an employment interview.

Preamble:

Applying for a job is one of the most important events in the average person's experience, for the obvious reason that his attitude and techniques for job application could determine the entire future of his life. Yet most employers are continually amazed at the number of applicants who drift into the job interview, fill out application forms, write letters of application, and resumes without any apparent thought or preparation and only the vaguest idea of what they want.

In the foregoing section at least one lesson should be spent on the following: (1) how to write letters of application and fill out job application forms; (2) how to prepare a resume and (3) how to conduct oneself during an interview.

Counsellors could work with English and Business Education teachers to integrate this section with these subjects.

A How to Write Letters of Application

1. a) Ask the students to choose a job advertisement in their local newspaper and bring the advertisement to class. Distribute letters of application outlines and sample letters of application to each student.

   b) Explain points to consider in writing the letter. The following could serve as a guideline for correct style and formula for content.

69 Hanover Avenue
Winnipeg, Manitoba
May 2, 1973

Mr. I.J. McMillan
Personnel Director
Canadian Manufacturing Company
14 St. James Street
Winnipeg, Manitoba (correct zone)

Use complete
title and
address

Allow at
least
two
spaces

Dear Mr. McMillan:

Use the name, if you know
it rather than "Dear Sir"

1. Open paragraph - State why you are writing the letter, the position for which you are applying, and how you heard of the position (want ad, friend).

2. Middle paragraph (a) - Explain why you are interested in working for the employer and specify your reason for desiring this type of work. Point out your particular achievements, experiences or other qualifications in this type of work.

3. Middle paragraph (b) - Refer to any enclosures such as a resume, portfolio or other media you are using to illustrate your training, experiences and interests.

4. Closing paragraph - Pave the way for an interview by asking for an appointment, by giving your phone number, or by offering some suggestion which could facilitate a favourable reply. Ending your letter with a question normally encourages a reply.

Yours sincerely,

Sign your letter → B. Rand

(Miss) Beverly Rand

If there are enclosures,
note here
Enclosure

c) After the various points of the letter of application have been reviewed, ask each student to write a practice letter of application for the job advertisement which they brought to class.
While the students are working at this assignment the counsellor should move about the class offering constructive criticism to the students. The letters could be collected at the end of the class, evaluated by the counsellor and returned to the student during the next guidance class.

or

The students could work in pairs (time permitting) to evaluate each other's letters.

or

The letters could be given to personnel officers, employment agency counsellors, members of the staff or friends employed in the field so that they could evaluate the letters. This technique could prove to be very effective.

Note: Provide students with a sample letter of application.

B The Application Form

1. a) Discuss with the students the do's and don'ts of completing application forms. They could be listed on the board. For example:

Do's

- Read the entire form first
- Note any special instructions
- Fill out the form as instructed (some employers prefer typewritten responses, others- printed in block letters, others in handwriting)
- Answer every question that applies to you (if a question does not apply, you may write "N.A." meaning not applicable or draw a line through the space to show that you did not overlook the question.
- Spell correctly
- Prepare in advance, notes regarding special dates, such as work experiences and schools attended as well as addresses and so on.
- Be prepared to list several good references. Ask permission of those you plan to list.
- Be honest
- Be accurate
- Be neat

Don'ts

- Fill out the application form in pencil.
- Do not write "Anything" down for a question that asks you what kind of work you can do.
- Use a "nickname" when signing the application form.

b) Sample copies of application forms are available from local sources. Each student should be required to complete a sample form which could be marked by someone in a personnel office. When a representative of the business world evaluates the application forms the exercise could be more meaningful to the student.

c) The evaluated application forms could provide a basis for class discussion. If possible, the employer who marked the forms, should be invited to the class to discuss, with the students, important factors to consider in completing application forms as well as other job search skills.

C The Resume (or Personal Data Sheet)

A resume is an individually designed, written summary of personal, educational and experience qualifications intended to demonstrate fitness for a particular position or positions. It focuses attention on the candidate's strongest qualifications and develops them in the light of the particular demands of the position for which he is applying.

a) Questions such as the following could be asked at the beginning of the class:

1) What is a resume? What other terms are frequently used to describe this digest of your qualifications for a job?
2) How does a resume differ from an application form? A letter of application? A portfolio?
3) What could you omit from a resume which could not be omitted from an application form?
4) What could you include in a resume which might not be included in an application form?
5) Could you improve a resume by "slanting it" to the employer's needs? If yes, how?
6) Can a resume be prepared in quantity? If yes, how?

b) Have the students prepare a rough draft of their qualifications. The following could serve as guidelines.

1) Things they have done well (studies, hobbies, volunteer work, part-time paid work).
2) Things they like to do (eg. reading, playing tennis, fixing cars, etc.).
3) Skills they have acquired (eg. playing the piano, driving a car, operating a tractor, swimming).
4) Things they do not care to do.
5) Jobs that they have held (part-time or volunteer jobs).

c) Pass out sample copies of resumes to each student and ask them to prepare a resume which should be "geared" to a specific job - imaginary or real. Since the class period will not be long enough to complete the resume, ask the students to complete their resume for the next guidance class.

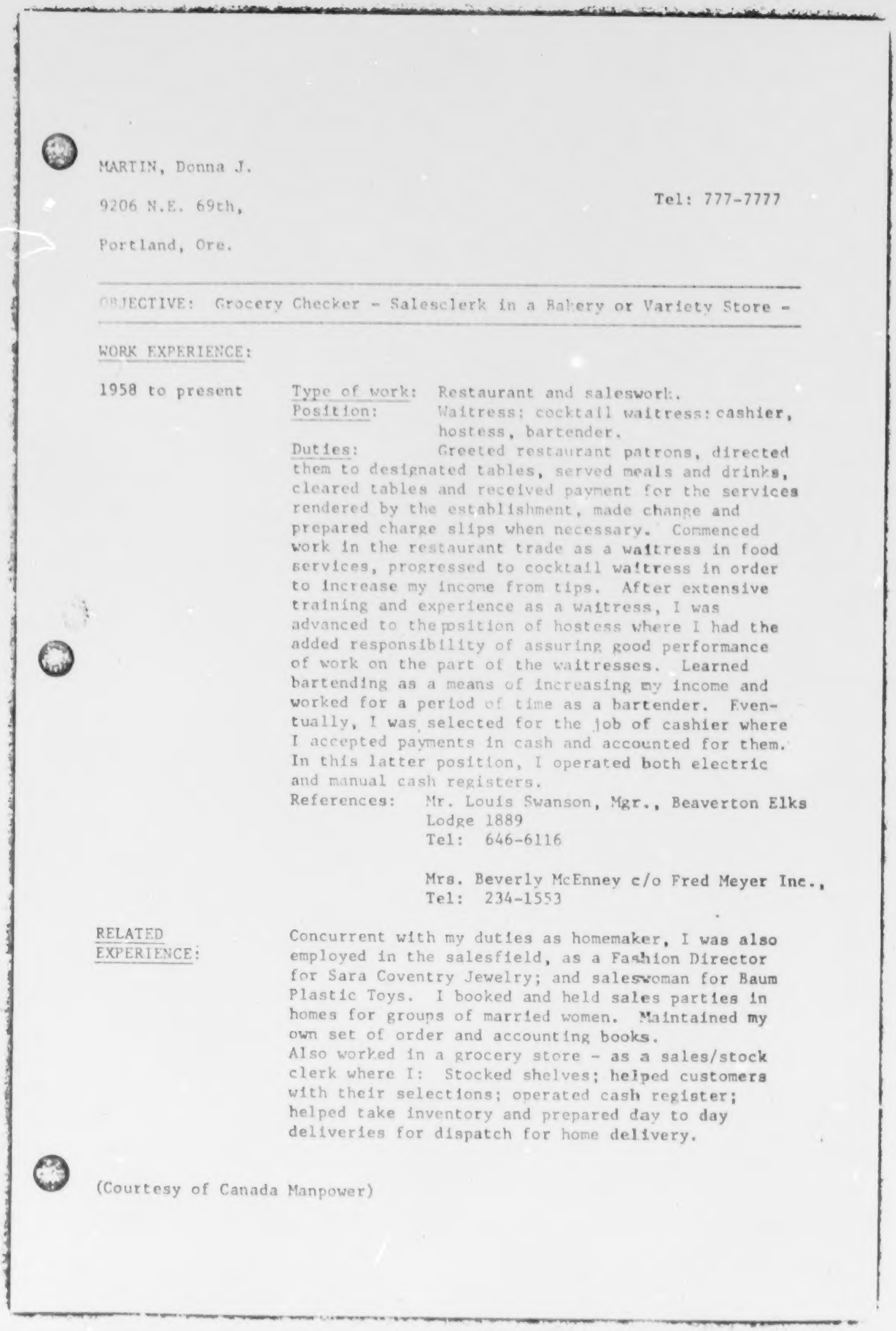
d) During the next guidance class, ask the students to form triads and compare their resumes. They should be encouraged to give one another feedback and suggestions. Following this they should be encouraged to amend their resumes and keep them for future reference.

DEPARTMENT OF MANPOWER AND IMMIGRATION

RESUME OUTLINE

A Resume is sometimes called a Qualification sheet, a Data sheet, or a Brag sheet. Most people are overly modest about their personal achievements and a well prepared resume enables them to put forth to the prospective employer their best points in the first five minutes of the job interview.

1. YOUR NAME - ADDRESS - TELEPHONE
2. OBJECTIVE - TYPE OF POSITION DESIRED
3. WORK EXPERIENCE - MONTH - YEAR (START WITH MOST RECENT WORK EXPERIENCE)
    - NAME OF COMPANY, ADDRESS, TELEPHONE
    - POSITION: (TITLE)
    - DUTIES: (GIVE DETAILED DESCRIPTION OF WORK DONE)
    - EMPLOYEES SUPERVISED IF ANY: HOW MANY?
    - REFERENCE: (NAME OF SUPERVISOR, MANAGER, ETC.)
    - REASON FOR LEAVING:
4. WORK EXPERIENCE: SAME AS ABOVE
5. WORK EXPERIENCE: SAME AS ABOVE
6. RELATED EXPERIENCE - LIST IN SHORT SENTENCES RELATED EXPERIENCE
7. EQUIPMENT I CAN OPERATE (GROUP VARIOUS KINDS OF EQUIPMENT)
8. EDUCATION - HIGH SCHOOL GRADUATE - COLLEGE - DEGREES - SPECIAL COURSES, ETC.
9. MISCELLANEOUS INFORMATION (IF PERTINENT) (optional)
10. PERSONAL DATA - If over 35 years old, list your age at 30^{+}, 35^{+}, 40^{+} (legal fiction), etc.
    List your height, weight, health, married, single, SS#
11. HOBBIES - LIST A FEW ONLY
12. REFERENCES - LIST THREE WORK AND/OR CHARACTER REFERENCES



MARTIN, Donna J.

9206 N.E. 69th,

Portland, Ore.

Tel: 777-7777

OBJECTIVE: Grocery Checker - Salesclerk in a Bakery or Variety Store -

WORK EXPERIENCE:

1958 to present

Type of work: Restaurant and saleswork.

Position: Waitress; cocktail waitress; cashier, hostess, bartender.

Duties: Greeted restaurant patrons, directed them to designated tables, served meals and drinks, cleared tables and received payment for the services rendered by the establishment, made change and prepared charge slips when necessary. Commenced work in the restaurant trade as a waitress in food services, progressed to cocktail waitress in order to increase my income from tips. After extensive training and experience as a waitress, I was advanced to the position of hostess where I had the added responsibility of assuring good performance of work on the part of the waitresses. Learned bartending as a means of increasing my income and worked for a period of time as a bartender. Eventually, I was selected for the job of cashier where I accepted payments in cash and accounted for them. In this latter position, I operated both electric and manual cash registers.

References: Mr. Louis Swanson, Mgr., Beaverton Elks
Lodge 1889
Tel: 646-6116

Mrs. Beverly McEnney c/o Fred Meyer Inc.,
Tel: 234-1553

RELATED EXPERIENCE:

Concurrent with my duties as homemaker, I was also employed in the salesfield, as a Fashion Director for Sara Coventry Jewelry; and saleswoman for Baum Plastic Toys. I booked and held sales parties in homes for groups of married women. Maintained my own set of order and accounting books.
Also worked in a grocery store - as a sales/stock clerk where I: Stocked shelves; helped customers with their selections; operated cash register; helped take inventory and prepared day to day deliveries for dispatch for home delivery.

(Courtesy of Canada Manpower)

D The Job Interview

1. Have a class discussion on the importance of the job interview. Include the following points:

   a) Why is the interview the most important part of the job campaign?
   b) Are first impressions important?
   c) Is it necessary to (i) learn all you can about the company before going for the interview; (ii) to know why you want to work for the firm: and (iii) what kind of job you want?
   d) Is it important to know the interviewer's full name (and how to pronounce it) before the interview?
   e) Should you take a friend along with you when you go for an interview?
   f) There are several things you should take with you when you go for an interview. What are they? (pen or pencil, writing pad, social security card, resume, birth certificate, letters of recommendation - optional).
   g) What should you wear for the interview?
   h) What factors could cause an interview to be unsuccessful for the applicant?
   i) What factors could make the interview a success?

2. Divide the class into four groups. Ask two groups to prepare a list of questions which are frequently asked during an interview: ask the other two groups to prepare a list of why people aren't hired for a job. Upon completion of the assignment ask the four group leaders to write their lists on the board. The result could be recorded, mimeographed and later distributed to the students. (sample on next page)

3. Show the filmstrip "Your Job Interview" (if it wasn't used with the same students earlier) available from the Department of Education Film Library. Follow up with class discussion.

4. a) Bring want ad sections from current newspapers and journals to class. Role-play interview situations - ask the students to apply for the jobs advertised in the papers and journals. (See Unit 307 - Launching Out). The counsellor could be the employee and another student volunteer could be the employer's secretary. The video tape would be an excellent learning tool for this exercise. A tape recorder would be a good substitute.

   b) After the group has role-played an interview situation, the class could be encouraged to comment on the interview. Correct and incorrect behaviour shown in the interview could be discussed.

Questions Often Asked During An Interview

- -Why would you like to work for this company?
- -Are you looking for permanent or temporary work?
- -What job would you like?
- -What do you want to be doing in five years?
- -What qualifications do you have for this job?
- -What subjects in school did you like best? Least?
- -Do you prefer working alone or with others?
- -How do you feel about your family?
- -What do you do during your spare time?
- -What kind of literature do you like to read?
- -What are your strengths? Weaknesses?
- -What jobs have you had? Why did you leave?
- -What salary do you expect?
- -Have you had any serious illnesses?
- -How do you feel about working overtime?
- -How was your school attendance? Punctuality?
- -What grades did you receive in your school work?
- -When can you begin work?

Why People Aren't Hired

- -Poor appearance.
- -Overbearing, overaggressive.
- -Inability to express yourself clearly.
- -Lack of planning for a career (lacks purpose and goals).
- -Lack of interest and enthusiasm.
- -Nervous, ill-at-ease.
- -Failure to participate in activities.
- -Overly interested in money.
- -Unwilling to start at the bottom.
- -Makes excuses.
- -Lack of maturity.
- -Lack of courtesy.
- -Condemnation of others.
- -Poor social skills.
- -Failure to look interviewer in the eye.
- -Indecisive.
- -Lazy.
- -Sloppy application form.
- -Wants job for short time.
- -No interest in company.
- -Intolerant.
- -Inability to take criticism.
- -Late for interview without good reason.
- -Asks no questions about the job.
- -Indefinite response to questions.

4. c) The students could then work in triads to practise interview situations (employer, employee, secretary). Each student could have a turn at being an employer, employee and secretary. They could examine and criticize their actions.

or

Divide the students into traids. The students could take turns role-playing an interview situation with one student taking the part of the employer; the second, the applicant and the third the observer. The observer could evaluate the interview using a rating form such as the following:

INTERVIEW RATING FORM

Name ______________________ Room ________

	Very Good	Good	Average	Fair	Poor
General First Impression					
Personal Appearance					
Physical Appearance					
Initiative in Conversation					
Ability to Express Himself					
Potential					

Check Appropriate Characteristics

Intelligent ____
Timid ____
Quiet ____
Friendly ____
Serious ____
Alert ____
Passive ____
Loyalty ____

Polite ____
Hesitant ____
Confident ____
Nervous ____
Awkward ____
Responsible ____
Ambitious ____
Leadership qualities ____

Mature ____
Arrogant ____
Sense of humor ____
Persistant ____
Industrious ____
Cooperative ____

Suggestions for Improvement

5. Ask the students to work in groups to discuss the cases below.

   a) The Manitoba Company has an opening for a clerk typist. Three girls have just been interviewed for the job.

      1) Carole is a cute girl who has a pleasing personality. She can type 50 words a minute and took one year of shorthand at school. Her grade 12 average is 65. She arrived fifteen minutes late for the interview and chewed gum throughout it.

      2) Myrna was frightened at the idea of being interviewed, so she took her friend along for support. They arrived ten minutes early. Although Myrna was nervous, she was clean, neat and well-dressed and spoke well. She can type 55 words a minute and she took one year of bookkeeping at school. Her grade 12 average is 55.

      3) Excited at the thought of being interviewed, Phyllis arrived twenty minutes early. She chatted with the employer's receptionist while she was waiting to be interviewed. During the interview, Phyllis answered each question accurately and pleasantly. She can type 48 words a minute. She took one year of business law. Her grade 12 average is 53.

   b) 1) If you were the employer, who would you hire? Why?

      2) If you can't decide, what additional information would you require?

   C) Ask a member of each group to advise the class of their decisions.

DEPARTMENT OF MANPOWER AND IMMIGRATION

JOB INTERVIEW

- Accumulate and assemble in an easily available order all the information and papers you will need to take with you: licenses, union card, military records, proof of age if under 18, school records, and your resume or work records with names of employers and date of employment.
- Learn all you can about the company: product or service, standing in the industry, kinds of jobs available, and hiring policies and practices.
- Know what you have to offer: what training you have had, what you have done, what you can do, what kind of job you want.
- Know why you want to work for the firm.
- Be prepared to furnish references (not family) by name, address, and business affiliation. Ask them if you may use their names.
- References should be people who are acquainted with your work and your character.
- Never take anyone with you to the interview.
- Allow for as much uninterrupted time as the interview may require. (For example, do not park your car on a limited time meter).
- Learn the area salary scale for the job you are seeking.
- Conservative dress, not too formal and not too casual, is recommended for any job interview.
- Neatness in grooming is essential.

The employment interview serves a dual purpose. It provides the employer opportunity to make a critical appraisal of your qualifications, appearance, and general fitness for his job opening. Additionally, and equally important, it provides you opportunity to appraise the employer, the job, and the firm. It enables you to decide if the employer and the firm are of the type and caliber you want to work for; and if the job meets your career needs and interests.

Since the interview is, in effect, your showcase for merchandising your talents, your primary concern is to present your qualifications to the best possible advantage. Although each interview will be difficult and will require your personal , the following suggestions may be helpful:

- Be natural. When invited to sit down, sit comfortably without slouching.

- Be pleasant and friendly but businesslike.

- Let the employer control the interview. Give frank answers: brief but complete, without rambling. Avoid dogmatic statements.

- Stress your qualifications without exaggeration. The employer's questions or statements will indicate the type of person he is seeking. Use these clues in presenting your qualifications. For example, if you are being interviewed for an engineering job and the employer mentions that his job will require some customer contact work, use the clue to emphasize any work or a vocational experience or courses you have had in public contact or related work.

- Present your resume, work record, references, personal data, work samples, or other materials to support your statements when the employer requests them.

- In discussing previous employment and work situations, avoid criticizing former employers or fellow workers.

- Keep your personal, domestic, or financial problems out of the conversation unless specifically asked about them.

- Be prepared to state the salary you want, but not until the employer has introduced the subject. Be realistic in discussing salary.

- If the employer does not indicate when a further contact will be made, ask when you may call to learn his decision.

- If the employer indicates that you are to call or return for another interview, make a written note of time, date, and place.

- Thank the employer for the interview. If the employer indicates that he cannot use you, ask him to suggest another employer.

6. Students should be encouraged to prepare a weekly timetable for "job search". The timetable prepared by the Department of Manpower and Immigration could be used:

DEPARTMENT OF MANPOWER AND IMMIGRATION

You will work 40 hours per week for an employer.
Then work 40 hours per week for yourself - "in your job search".

Monday	Tuesday	Wednesday	Thursday	Friday	Sources of Information
0800 a.m.					Newspaper help wanted column, financial section, special ads
					Trade Journal want ads
0900					Articles about new projects and developments
1000					Friends - Relatives - Work Mates
1100					Union Hiring Halls - Union Business Agents
0100 p.m.					Yellow pages of phone book. This is a list of all employers in your area.
0200					Referral Agencies Canada Manpower Centres Private Employment Agencies
0300					Placement Agencies Provincial Alliance of Business Men (P.A.B.) John Howard Society Alcoholic Foundation, etc.
0400					Governments Federal, Provincial, City, Municipal

Resource Material:

Pamphlets and books put out by banks, insurance companies, department stores, Canada Manpower and so on - (eg. "How to Get Your Job", "Your Job Interview").

Source: Student Personnel Services.
Counsellor's Resource Book for
Small Groups in Guidance.
Unit 312, pp 14 - 28

UNIT III

ITEM B

IN DEPTH

STUDY OF OCCUPATION

1

UNIT III

ITEM B In Depth Study of Occupation

Subject Occupational research

Objective To provide an opportunity to study in depth the area tentatively chosen.

Format of Activities:

Activity 1. Specific occupational research

Source: Parnell, Dale et al
Teacher's Guide to SUTOE
pp 137-43, pp 169-70
Adapted by L.M. Larson

Time: Approximately 4 - 50 minute sessions
See Appendices A, B, C

Conclusions:

1. If further exploration is needed, refer the student to the kind of occupational exploration desired.
2. If the student has made an occupational choice, have him/her go on to complete an in depth study of the occupation.
3. If personal counselling/testing is required - refer to counselling dept.
4. If training on the job is required, see the co-ordinator responsible for job placement.

UNIT III

ITEM B

Related

Materials:

1. Learning Resources Center - for books, magazines, pamphlets on various occupations.
2. Canada Manpower Office - for details about occupations.
3. Counselling Dept.
4. Newspapers - for articles on various occupations and specific information from the want ad section.

Origin: Parnell, Dale et al. Teacher's Guide to SUTOE.

UNIT III

ITEM A

Activity 1.

Method

1. Give each student a copy of Appendix B. You and Your Vocation and ask him/her to complete it as it relates to the chosen occupational area.
2. Give each student a copy of Appendix C. Meaningful Occupational Research and ask them to complete it as it relates to their tentative occupational choice.
3. Allow time for discussion of the completed forms (small groups of 2 - 3).
4. The students might wish to contact the person they worked with in industry and/or training institution. They might also find information in the library and/or counselling dept.

UNIT III

Appendix B

ITEM A

Note: This form is to be completed as Appendix C is being done.

Activity I. You and Your Vocation

There are various steps which you may consider in choosing a vocation. You will want to review the many vocations in the different major occupational clusters and in the different industries. You may do this by studying the job leaflets in your class, library, or counselling offices, field visits, meeting people, career days, and films. Your librarian, teacher or counsellor can be of help.

Another step is a comparison of your qualifications with job requirements; and of your hopes, values and aspirations with what specific jobs have to offer. On the next page you will find a check list which may be useful to you in making such comparisons. Here is how a suggestion could be used:

1. After you have read or studied about the fields of work, select one that you believe might be appropriate for you and enter its name in the blank space at the top of the page.
2. On the basis of what is learned about the field of work by reading and from information you may have from your own experiences, from other people or from observation, fill out the first part of the check list to indicate how well you can meet the requirements of the vocation.
3. Similarly, fill out the second part so you may have an idea of how satisfying the work would be for you.
4. Repeat the process for other vocational fields, either by erasing what you already have written or by copying the form on separate sheets of paper.
5. Discuss the finished check lists with your parents, your friends, your teachers or your guidance counselor. Then try to arrive at a conclusion regarding what field would seem best for you.

* Adapted from State of Hawaii, Department of Education

WHICH JOBS ARE BEST FOR ME?

(Study the previous page carefully before completing this one)

Would ________________________________ be a good field of work for m

HOW WELL CAN I MEET THE REQUIREMENTS?

	Well	Fairly Well	Poorly	I don't kno
Basic abilities (you list them)				
Personality characteristics (You decide which are important)				
Necessary training				
Physical requirements				
Capital requirements				

HOW WELL WOULD THE WORK SATISFY ME?

	Well	Fairly Well	Poorly	I don't kn
Duties involved				
Amount of travel				
Pay and other financial benefits				
Opportunity for advancement				
Opportunity for recognition				
Opportunity for service				
Security of employment				
Working conditions				

UNIT III

ITEM A

Activity I. Specific Occupational Choice

Career cluster ______________________

Occupational choice ______________________

Look for and record the following information on your occupational choice:

I. Description of the occupation
  1. General nature of the work -- is it similar to the area explored?
  2. Who does the worker deal with on the job?
  3. How does this influence non-job activities?

II. Prospects and trends
  1. Is the need for workers in this area increasing or decreasing?
  2. Immediate job opportunities
    a) Total numbers needed
    b) Turnover rate in this occupation -- low or high
  3. Flexibility -- what other related jobs could a worker adapt to or from?
  4. In what geographical regions are these jobs to be found?
    a) Urban areas
    b) Rural areas
  5. What industries are using workers with these skills?
    a) type of industry
    b) size of industry
    c) union / non union

III. Qualifications

1. Personal factors
   - a) age limits
   - b) male or female limitations
   - c) special tools, clothing or equipment needed
2. Educational needs
   - a) formal
     - i) general courses
     - ii) required courses
   - b) informal

3. What specific training is needed -- location, length of time, cost, equipment
   - a) community college
   - b) apprenticeship training
   - c) in-plant training, formally organized
   - d) on-job-training, under a supervisor
   - e) essential related work experiences

4. What skills are needed as determined by employer?
   - a) demonstration
   - b) job performance

5. What temperament is needed for success on the job?

6. What are the physical demands for required activities?
   - a) physical requirements
   - b) physical capacity to meet the demands

7. What regulations apply?
    - a) government
    - b) union
    - c) industry

8. Working conditions (physical environment)
    - a) Inside, outside, or both
    - b) extremes of temperature changes
        - i) cold
        - ii) heat
    - c) noise and vibration
        - i) constant
        - ii) changing
    - d) hazards (risk of bodily injury)
    - e) fumes, odors, toxic
    - f) hours -- day, swing, nights, weekends, holidays, etc.

9. Obtaining the Job
    - a) How it is found (initial contacts)
        - i) Hearsay -- friends, relatives
        - ii) classified ads
        - iii) Employment offices -- Federal, provincial, private, institutional, union
        - iv) Formal notice (as result of previous applications)
    - b) Applying for the job
        - i) Personal application -- by appointment interview
          -- waiting in line
        - ii) Formal application -- Letter and/or resume
          -- Filling out application forms

10. Compensations in this work
    - a) Advancement possibilities
        - i) increased responsibilities
        - ii) Increased status and/or position
    - b) Financial rewards
        - i) Pay
        - ii) Security of the job -- steady income
          -- seasonal characteristics
          -- tenure-stability

11. Leisure time preparations
    - a) What hobbies or non-work activities could be helpful towards entering this occupation?
    - b) What part-time work experience could be helpful?
    - c) What reading material could be helpful?
    - d) What other occupations are similar?
    - e) What other occupations have similar entrance requirements?
    - f) For what other occupations would this training and experience prepare me?

12. Recapitulate and evaluate this career for yourself
    - a) Advantages (summarize in some detail)
    - b) Disadvantages (summarize in some detail)
    - c) Tentative decision regarding this career or occupational cluster

UNIT IV

Assistance in Implementing Occupational Choice

A number of educational institutions assume responsibility for what happens to their students when they complete their educational program. Counselors and teachers in high schools assist students in enrolling at the post-secondary institution of their choice, universities and colleges operate placement services to assist graduates in getting employment and many occupational teachers assist in obtaining jobs for their students. A commitment to assisting students in the occupational exploration program to implement their occupational choice must be an integral part of the program. It is the responsibility of the people primarily involved in the program to assist the student to either obtain employment or enroll in the occupational training program of his/her choice. This person could be an occupational experience coordinator, a counselor or a teacher -- the locale and the situation will determine who should be responsible.

In assisting the student in enrolling in a training institution, the following should be considered:

1) Arrangements for an interview at the institution
2) Filling in the application form
3) Obtaining student aid
4) Finding accomodation
5) Obtaining transportation

ITEM IV

In assisting students in obtaining employment, either in a direct or On-Job-Training situation, the following should be considered:

1) Identification of possible jobs
2) Arrangements for an interview
3) Assistance of other agencies in job placement, e.g. Health & Social Development, Canada Manpower, Department of Indian Affairs
4) Accomodation, if necessary
5) Transportation, if necessary
6) Obtaining work clothing

It must be stressed that the assistance given must be supportive in nature rather than directive and controlling.

Bulletin No.
5-1071

VOCATIONAL AND TECHNICAL EDUCATION

DESCRIPTIONS, DEFINITIONS AND O.E. CODING

- Applied Biological and Agricultural Occupations
- Business, Marketing and Management Occupations
- Health Occupations
- Industrial Oriented Occupations
- Personal and Public Service

State of Illinois,
Board of Vocational Education and
Rehabilitation, Division of
Vocational and Technical Education,
1035 Outer Park Drive,
Springfield, Illinois 62706

Board of Vocational Education and Rehabilitation

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Champaign

Division of Vocational and Technical Education

1035 Outer Park Drive,
Springfield, Illinois 62706

Michael J. Bakalis, Executive Officer

Sherwood Dees, Director

PREFACE

This booklet contains current course titles, descriptions, and code numbers which have been categorized in the five broad occupational fields: namely, Applied Biological and Agricultural Occupations; Health Occupations; Industrial Oriented Occupations; and Personal and Public Service Occupations. The Technical Education code classifications have been listed with the most relevant occupational field as determined by descriptions. It should be observed that the Technical Education codes (16.0000) should not be related to secondary students, but used only for post-secondary and/or adult enrollees as is pertinent.

"Occupational field" means a group of recognized, new, and emerging occupations having substantial similarities common to all occupations in the group, e.g., similarity in the work performed; similarity in the abilities and knowledge required of the worker for successful job performance; similarity in the tools, machines, instruments, and other equipment used; and similarity in the basic materials worked on or with.

"Recognized occupation" or "new and emerging occupation" means a lawful occupation that has been identified or is identifiable by employers, employee groups and governmental and nongovernmental agencies and institutions concerned with the definition and classification of occupations.

Persons in positions of supervision and administration as well as vocational teachers will find such information useful in program planning, program operation, and pupil accounting.

The information contained herein is compiled from information supplied by the U. S. Office of Education. The code system supersedes all previous coding systems and numbers and will be used for reporting all vocational-technical student enrollments.

This booklet has been compiled by the Fiscal and Statistical Unit of the Division of Vocational and Technical Education.

This booklet contains two indexes. Pages i through vi relate to occupational area index. Pages vii through Xi relate to alphabetical listing of all areas.

CONTENTS BY

OFFICE OF EDUCATION

INSTRUCTIONAL CODES AND TITLES

(By Occupational Area)

APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS

		Page
01.0201	Ag Chemicals	2
01.0306	Ag Construction & Maintenance	4
01.0307	Ag Electrification	4
01.0300	Ag Mechanics	3
01.0305	Ag Mechanics Skills	4
01.0301	Ag Power & Machinery	3
01.0100	Ag Production	1
01.0400	Ag Products	5
01.0600	Ag Resources (Conservation, etc.)	6
01.0302	Ag Structures & Conveniences	3
01.0200	Ag Supplies & Services	2
16.0102	Ag Technician	5
01.0101	Animal Science	1
01.0401	Dairy Products	5
01.0104	Farm Business Management	2
01.0103	Farm Mechanics	2
01.0202	Feeds	3
01.0204	Fertilizers (Plant Food)	3
01.0502	Floriculture	5
01.0700	Forestry (Prod., Processing, Mgt., Mktg., & Services	7
16.0603	Forestry Technology	7
01.0601	Forest Conservationists	6
01.0503	Greenhouse Operation & Management	6
01.0504	Landscaping	6
01.0703	Logging (Harvesting & Transporting)	7
01.0402	Nonfood Products (Processing, Inspecting & Marketing)	5
01.0500	Ornamental Horticulture (Prod., Proc. Mktg. & Services)	5
01.0102	Plant Science	2
01.0203	Seeds	3
01.0603	Soil (Ag Resources) Conservationist	7
01.0303	Soil Management	4
01.0506	Turf Management	6
01.0304	Water Management	4
01.0604	Wildlife (Includ. Game Farms & Hunting Areas) Conservationist	7
01.0704	Wood Utilization	7

INDUSTRIAL ORIENTED OCCUPATIONS

		Page
17.0100	Air Conditioning	28
17.0401	Aircraft Maintenance	30
17.0402	Aircraft Operations	30
17.0403	Aircraft Operations, Ground	31
17.0200	Appliance Repair	29
16.0103	Architectural Technician (Building Construction)	35
17.0302	Auto Mechanics	30
17.0300	Automotive Services	29
16.0104	Automotive Technician	30
17.0301	Body and Fender	29
17.0600	Business Machine Maintenance	31
17.1001	Carpentry	33
16.0105	Chemical Technology	45
16.0106	Civil Technician	36
17.0700	Commercial Artist	31
16.0601	Commercial Pilot Training	31
17.0900	Commercial Photography	32
17.1501	Communication Systems - Instal. & Maint.	37
17.1901	Composition, Makeup & Typesetting	39
17.1000	Construction and Maintenance Trades	32
17.2308	Die Sinking	43
17.1200	Diesel Mechanic	34
17.1300	Drafting	35
17.0201	Electrical Appliances Repair	29
17.1002	Electrician (Construction)	33
16.0107	Electrical Technician	36
17.1500	Electronics Occupations	37
16.0108	Electronic Technician	38
16.0109	Electromechanical Technician	39
16.0100	Engineering-Related Technician	45
17.1700	Foremanship, Supervision, & Management Development	39
17.2301	Foundry	41
17.1009	Glazing	34
17.0102	Heating	29
17.1003	Heavy Equipment (Construction)	33
17.1401	Industrial Electrician	36
17.1502	Industrial Electronics	37
16.0111	Industrial Technician	45
16.0112	Instrumentation Technician	40
17.1402	Lineman	36
17.1903	Lithography, Photography & Platemaking	40
17.2302	Machine Shop	41
17.2303	Machine Tool Operations	41
17.1004	Masonry	33
16.0113	Mechanical Technician	46
17.2309	Metal Patternmaking	43
17.2304	Metal Trades, Combined	42

		Page
16.0117	Scientific Data Processing	16
14.0702	Secretaries	20
14.0503	Shipping & Receiving Clerks	19
14.0703	Stenographers	20
14.0700	Stenographic, Secretarial & Related Occupations	19
14.0800	Supervisory & Admin. Management Occupations	20
14.0204	Systems Analysts	15
14.0105	Tellers	14
04.1900	Transportation (Sales)	12
04.3100	Wholesale Trade & Sales	13

HEALTH OCCUPATIONS

07.0906	Community Health Aide	26
07.0100	Dental Assistant	23
07.0101	Dental Assisting	23
07.0102	Dental Hygiene (Assoc. Degree)	23
07.0103	Dental Laboratory Technician	24
07.0908	Food Service Supervisor	27
07.0900	Health Occupations Education	26
07.0202	Histologist	24
07.0903	Inhalation Therapy	26
07.0904	Medical Assistant (Ass't. in Physician's Office)	26
07.0203	Medical Laboratory Assistant	24
07.0200	Medical Laboratory Technology	24
07.0801	Mental Health Technician	26
07.0909	Mortuary Science	27
07.0300	Nursing	24
07.0301	Nursing (Assoc. Degree)	24
07.0302	Nursing, Practical (Vocational)	24
07.0303	Nursing Aide	25
07.0401	Occupational Therapist	25
07.0603	Optometrist Assistant	26
07.0402	Physical Therapist	25
07.0403	Prosthetics	25
07.0500	Radiologic (Health Occupations) (General)	25
07.0501	Radiologic Technology (X-Ray)	26
07.0400	Rehabilitation Assistant	25
07.0305	Surgical Technician (Operating Room Technician)	25

BUSINESS, MARKETING AND MANAGEMENT OCCUPATIONS

		Page
14.0101	Accountants	13
14.0100	Accounting and Computing Occupations	13
14.0801	Administrative Assistants	20
04.0100	Advertising Services	9
04.0300	Automotive (Sales)	9
14.0102	Bookkeepers	13
14.0200	Business Data Processing (Also introduction to)	14
14.0103	Cashiers	13
14.0803	Clerical & Office Supervisors	21
14.0901	Clerk-Typists	21
14.0401	Communication Systems Clerks & Operators	17
14.0201	Computer & Console Operators	14
14.0203	Computer Programmers	15
14.0402	Correspondence Clerks	18
14.0804	Data-Methods & Systems Procedures Analysts	21
04.9900	Dist. Ed. Mktg. - General	13
14.0301	Duplicating Machine Operators	17
14.0701	Executive Secretary	20
14.0302	File Clerks	17
14.0300	Filing, Office Machines, and General Office	17
04.0400	Finance and Credit	10
04.0600	Food Distribution (Sales)	10
04.0700	Food Services (Sales) & Distribution	10
04.0800	General Merchandise (Sales)	10
14.0303	General Office Clerks	17
04.0900	Hardware, Building Mat., Farm & Garden (Sales)	11
04.1200	Industrial Marketing (Sales)	11
14.0400	Information Communication Assistant	17
04.1300	Insurance (Sales)	11
14.0602	Interviewers & Test Technicians	19
14.0202	Keypunch, Coding, & Peripheral Operators	14
14.0104	Machine Operators: Billing, Bookkeeping, and Computing	14
14.0500	Materials Support Occupations (Trans., Storing, Recording)	18
14.0405	Messengers and Office Boys and Girls	18
14.0805	Office Managers & Chief Clerks	21
16.0400	Office Technician	21
14.0603	Personnel Assistant	19
14.0600	Personnel Administrator	19
04.1600	Petroleum (Sales)	11
14.0502	Quality Control Clerks	19
04.1700	Real Estate (Sales)	12
14.0406	Receptionists & Information Clerks	18
04.2000	Retail Trade & Sales	12

2

Page

16.0114 Metallurgical Technician 43
17.3601 Millwork & Cabinet Making 45
17.1005 Painting & Decorating 34
16.0116 Petroleum Technician 46
17.0901 Photographic Lab. & Darkroom Occupations 32
17.1006 Plastering 34
17.1007 Plumbing & Pipefitting 34
17.1902 Printing Press Operators 40
17.0703 Product Designer 32
17.3202 Pumping Plants 44
17.1503 Radio/Television Repair 38
17.3000 Refrigeration Maintenance & Repair 43
17.2305 Sheet Metal Worker 42
17.3402 Shoe Repair 44
17.1905 Silk/Screen Making & Printing 40
17.3100 Small Engine Repair, Internal Combustion 44
17.2307 Tool & Die Making 42
17.3500 Upholstering 44
17.2102 Watchmaking & Repair 40
17.2306 Welding & Cutting 42

PERSONAL & PUBLIC SERVICE OCCUPATIONS

17.2901 Baker 55
17.2601 Barbering 53
09.0201 Care & Guidance of Children 49
09.0202 Clothing Management, Production, & Services (Gainful) 50
17.2902 Cook/Chef 55
17.2602 Cosmetology 54
17.1100 Custodial Services 52
17.3301 Dressmaking 56
17.1601 Dry Cleaning 53
14.0601 Educational Assistants & Training Specialists 51
16.0110 Environmental Control Technology 51
17.1600 Fabric Maintenance Services 52
16.0602 Fire & Fire Safety Technology 51
17.2801 Fireman Training 54
09.0203 Food Management, Production, and Services 50
01.0601 Forest Conservationists 6
09.0204 Home Furnishing, Equipment and Services 50
04.1100 Hotel & Lodging Services 48
09.0205 Institutional & Home Management & Supporting Services 50
17.0701 Interior Decorating 52

		Pag
17.1602	Laundering	53
17.2802	Law Enforcement Training	54
17.2903	Meat Cutter	56
04.1500	Personal Service	48
16.0605	Police Science Technology	51
01.0602	Recreation Director (Park Ranger - Manager)	48
04.1800	Recreation & Tourism	49
17.3302	Tailoring	57
17.3300	Textile Production & Fabrication	56
04.1900	Transportation Services	12
17.2904	Waiter/Waitress	56
01.0605	Water (Ag Resources) Conservationist	48

APPLIED BIOLOGICAL AND AGRICULTURAL OCCUPATIONS

Applied Biological and Agricultural Occupations is comprised of the group of related courses or units of subject matter which are organized for carrying on learning experiences concerned with preparation for or upgrading in occupations requiring knowledge and skills in agriculture subjects. The functions of agricultural production, agricultural supplies, agricultural mechanization, agricultural products, ornamental horticulture, forestry, agricultural resources, and the services related thereto, are emphasized in the instruction designed to provide opportunities for pupils to prepare for or improve their competencies in agricultural occupations. An agricultural occupation may include one or any combination of these functions.

Technical education is concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences, usually at the post-secondary level. The program of instruction normally includes the study of the underlying sciences and supporting mathematics inherent in a technology, as well as methods, skills, materials, and processes commonly used and services performed in the technology. Technical education prepares for the occupational area between the skilled craftsman and the professional person such as the doctor, the engineer, and the scientist.

Included in this subject matter area are the items of information which identify various aspects of applied biological and agricultural occupations.

01.0100 Agricultural Production -- Subject matter and learning activities which are concerned with the principles and processes involved in the planning related to and the economic use of facilities, land, water, machinery, chemicals, finance, and labor in the production of plant and animal products. Activities include classroom instruction and laboratory experiences in and out of school, including farms, ranches, and other agriculturally related establishments.

01.0101 Animal Science -- Planned learning experiences which are concerned with the study and operations dealing with theories, principles, and practices involved in producing (breeding, feeding, care, and housing) animals and animal products for economic and other uses.

Representative occupations are: Kennel Attendant, Livestock Farmer, Kennel Manager, Specialty Animal Farmer, Herdsman, Trainer, Artificial Inseminator, Veterinarian Aide, Farrier.

01.0102 Plant Science -- Planned learning experiences which are concerned with the study and operations dealing with principles and practices involved in the culture and production of agricultural plants.

Representative occupations are: Cereal Grain Farmer, Fiber Crop Farmer, Forage Crop Farmer, Oil Crop Farmer, Specialty Crop Farmer, Vegetable Farmer, Fruit Farmer, Ornamental Crop Farmer, Plant Disease Specialist.

01.0103 Farm Mechanics -- A combination of subject matter and practical laboratory experience designed to develop knowledge and skills in the care, repair, maintenance and adjustment of farm production machinery.

Representative occupations are: Machine Operator, Machinery & Equipment Repairman, Soil & Water Manager, Construction Maintenance Man, Electrification Technician, Herbicide Applicator.

01.0104 Farm Business Management -- Planned learning activities which are concerned with farm resource analysis, accounting, production, financing, resource acquisition, purchasing, farm inputs, performance records, contracts, farm marketing and maintenance. The results of these learning activities are applied to formulating decisions involved in managing a farm or ranch operation.

Representative occupations are: Farm Manager, Farm Record Analyst, Farm Organization Specialist, Farm Loan Specialist, Rural Real Estate Salesman, Farm Loan Manager.

01.0200 Agricultural Supply & Service -- Subject matter and learning experiences concerned with preparing students for occupations involved in providing consumable supplies used in the production phase of agriculture, including processing, marketing, consulting and other services.

01.0201 Agricultural Chemicals -- The study of a variety of chemicals, drugs, and related products which are associated with the production of animals and plant products. Usually included for study are various types of chemicals used to prevent, control, or cure animal and plant diseases and to control pests.

Representative occupations are: Pest Exterminator, Weed Inspector, Salesman, Applicator.

01.0202 Feeds -- The study of the business of processing and distributing feeds and feedstuffs.

Representative occupations are: Salesman, Mixer, Custom Operator, Quality Control Technician.

01.0203 Seeds -- The study of the business of producing, processing, and distributing seeds.

Representative occupations are: Analyst, Inspector, Salesman.

01.0204 Fertilizers (Plant Food) -- The study of the principles concerned with the analysis, sale, and application of chemical elements known to be necessary for plant growth.

Representative occupations are: Salesman, Custom Operator, Dealer.

01.0300 Agricultural Mechanics -- A combination of subject matter and activities designed to develop abilities necessary for assisting with and/or performing the common and important operations or processes concerned with the selection, operation, maintenance, and use of agricultural power, agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural mechanics shop, including kindred sales and services.

01.0301 Agricultural Power and Machinery -- A combination of subject matter and experiences designed to develop in pupils the abilities to (1) recognize and identify the fundamental principles of selection, operation, service maintenance, repair, and safety in agricultural power - engines, electricity, and hydraulics and (2) plan, install, service, assemble, adjust, operate, and repair farm machinery.

Representative occupations are: Farm Equipment Operator, Equipment Mechanic, Serviceman, Set-up Man, Partsman, Salesman.

01.0302 Agricultural Structures and Conveniences -- Learning activities designed to assist pupils in developing the ability to plan, select materials for, and construct and maintain agricultural structures and conveniences.

Representative occupations are: Farmstead Mechanization Serviceman, Service Supervisor, Office Manager, Local Dealer.

01.0303 Soil Management -- A combination of subject matter and practical experiences designed to develop knowledge and skills concerned with surveying and classifying soils; determining cropping systems and fertilizer; conditioning; and cultural practices that will result in efficient agricultural production.

Representative occupations are: Conservation Technician, Conservationist, Agronomist.

01.0304 Water Management -- A combination of subject matter and practical experiences designed to develop knowledge and skills concerned with surveying, planning, laying out, constructing, using, and maintaining irrigation, drainage, water conservation, runoff, and erosion control systems, and with maintaining proper soil-water-plant relationships.

Representative occupations are: Conservation Technician, Conservationist, Agronomist.

01.0305 Agricultural Mechanics Skills -- Planned learning experiences designed to develop skills, abilities, and judgments necessary to select, use, and maintain hand and power tools, arc and acetylene welders, and to plan and establish home farm shops.

Representative occupations are: Machinery Repairman, Service Manager.

01.0306 Agricultural Construction and Maintenance -- A combination of subject matter and experiences designed to develop skills and abilities necessary in the planning, layout, fabrication, and maintenance of farm and other agricultural equipment, especially small, custom-built devices.

Representative occupations are: Farmstead Planner, Equipment Set-up Man, Deliveryman.

01.0307 Agricultural Electrification -- A combination of subject matter and experiences designed to provide opportunities for pupils to gain the knowledge and understanding necessary to make effective use of electricity and electrical equipment on farms, ranches, and other agricultural establishments. Included for study are the principles of electricity, maintenance and operation of equipment, and safety factors related thereto.

Representative occupations are: Service Co. Representative, Safety Technician, Installation Serviceman.

16.0102 Agricultural Technician -- Specialized classroom and laboratory learning experiences in physical sciences, mathematics, and specialty courses dealing with farm machinery and equipment, farm structures and conveniences and/or rural electrification systems as applied to planning, designing, estimating and/or manufacturing to prepare the graduate to work in direct support of the agricultural engineer.

01.0400 Agricultural Products (Processing, Inspection and Marketing) -- A combination of subject matter and learning experiences designed to teach information, processes, scientific principles, and management decisions concerned with agricultural competencies in the food and nonfood technology occupations. The groups of food products include (1) meat, fish, poultry, and eggs; (2) dairy products; (3) fruits and vegetables; (4) cereal grains; and (5) other foods and beverages. The nonfood products include cotton, tobacco, and wool. Instruction may be provided in any or all groups of these products.

01.0401 Dairy Products -- A combination of subject matter and experiences concerned with the information, scientific principles and processes associated with consumable agricultural products.

Representative occupations are: Laboratory Technician, Buyer, Product Inspector, Product Grader, Product Salesman, Quality Control Manager, State Inspector, Appraiser.

01.0402 Nonfood Products -- A combination of subject matter and experiences concerned with the information, scientific principles, processes and marketing functions associated with nonfood products such as cotton, tobacco, and wool, as well as the industrial nonfood uses of grains and oilseeds.

Representative occupations are: Laboratory Technician, Buyer, Product Inspector, Product Grader, Product Salesman, Quality Control Manager, State Inspector, Appraiser.

01.0500 Ornamental Horticulture (Production, Processing, Marketing, and Services) -- Organized subject matter and practical experiences concerned with the culture of plants used principally for ornamental or esthetic purposes. Instruction emphasized knowledge and understanding important to establishing, maintaining, and managing ornamental horticulture enterprises.

01.0502 Floriculture -- Organized subject matter and practical experiences which are concerned with principles and practices involved in field or greenhouse production of flowers and the arrangement of such flowers for ornamental purposes.

Representative occupations are: Floral Designer, Flower Shop Manager, Indoor Plant Manager, Retail Florist.

01.0503 Greenhouse Operation and Management -- Organized subject matter and practical experiences which are concerned with the principles and practices involved in producing plants under glass and in other articicial environments.

Representative occupations are: Wholesale Nurseryman, Retail Nurseryman, Plant Propagator, Indoor Plant Installer, Shipping Foreman.

01.0504 Landscaping -- Organized subject matter and practical experiences which are concerned with the principles and practices involved in locating, planting, and maintaining turf, plants, shrubs, or devices for the beautification of home grounds and other areas of human habitation and recreation.

Representative occupations are: Landscape Gardener, Grounds Keeper, Landscape Designer, Landscape Consultant, Landscape Contractor, Pest Control Specialist, Landscape Foreman, Parkway Supervisor.

01.0506 Turf Management -- Organized subject matter and practical experiences which are concerned with the principles and practices involved in establishing, managing and maintaining grassed areas for ornamental and/or recreational purposes.

Representative occupations are: Turf Supply Salesman, Turf Research Technician, Greenskeeper, Turf Consultant, Commercial Sod Grower, Sod Cutter.

01.0600 Agricultural Resources (Conservation, Utilization, and Services) -- A combination of subject matter and planned learning experiences concerned with the principles and processes involved in the conservation and/or improvement of natural resources such as air, forests, soil, water, fish, plants, and wildlife for economic and recreational purposes. Instruction also emphasizes such factors as the establishment, management, and operation of forest lands for recreational purposes and a study of practices involved in the preservation and/or improvement of a natural range lands.

01.0601 Forest Conservationists -- A combination of subject matter and experiences concerned with forests as living communities of plants and animals in which trees are the dominant species. Emphasis is on the multiple use of forest lands and resources.

Representative occupations are: Crew Leader Timber Scaler.

01.0603 Soil Conservationists -- A combination of subject matter and practical experiences designed to provide opportunities for gaining knowledge and understanding concerning the principles and practices involved in maintaining soil stability and productivity, including the prevention of erosion, pollution, waterlogging, exhaustion of plant nutrients, and the accumulation of toxic salts.

Representative occupations are: Soil Conservationist, Range Manager, Water Control Specialist, Industrial Waste Inspector.

01.0604 Wildlife (Including Game Farms and Hunting Areas) -- A study of the principles and practices involved in the preservation and/or improvement of wildlife such as game, fowl, and fish.

Representative occupations are: Game Keeper, Trapper, Guide, Fish Hatchery Operator, Fish Farmer.

01.0700 Forestry (Production, Processing, Management, Marketing, and Services) -- A combination of subject matter and experiences concerned with the multiple use of forest lands and resources, including their management and protection.

01.0703 Logging (Harvesting and Transporting) -- Study, including observation and practical experiences concerned with the initial collective activities involved in harvesting trees as a crop and in terms of not interfering with other desirable uses of the forest.

Representative occupations are: Log Buyer, Field Man, Logging Contractor, Chief Cruiser, Crew Manager, Timber Buyer, Log Scaler.

01.0704 Wood Utilization -- Organized subject matter and practical activities concerned with the many wood products of the forest. Emphasis in instruction is on the study of production, selection, grading, and marketing of forest material (wood) for multiple uses in conversion to consumer goods, e.g., paper, plywood, wallboard, plastics, and preservative-treated wood products.

Representative occupations are: Pulpwood Buyer, Pulpwood Contractor, Pulpwood Grower, Forest Chemist, Field Man, Yard Man.

16.0603 Forestry Technology -- A sequence of classroom and laboratory experiences, including appropriate physical and biological sciences, designed to prepare the student to function as a technical specialist in the utilization of our timber resources. The program is planned to enable the student to acquire competency in one or more of such areas as: harvesting of timber, wherein he surveys timber lands, draws topographical maps, selects trees for cutting, and plans the transportation of logs to mills or loading sites, conducting or assisting in research involving the preparation of wood for commercial use, and the preservation and utilization of wood and its by-products; developing, improving, or determining methods of handling, curing, shaping, and treating wood in the course of manufacturing wooden products; investigating and assisting in setting up chemical or mechanical processe for converting wood into various commodities and testing wood for such properties as strength, elasticity, and endurance, and recommending proper utilization.

01.9900 Agriculture, Other (Specivy) -- Include here only other organized subject matter and experiences emphasized in agriculture which are not listed or classifiable in one of the above categories.

Representative occupations are: Agricultural Agent, Agricultural Occupations Instructor, Biologist, Entomologist, Farm Commodity Market Reporter, Product Researcher, Radio-TV Farm Director, USDA Specialist.

BUSINESS, MARKETING AND MANAGEMENT OCCUPATIONS

Business, Marketing and Management Occupations include, but are not limited to, those activities involved in the systematic distribution of products and services to the consumer.

Activities include organizational supervision and management, sales, distribution, communications, record keeping and others needed to support and evaluate these functions, excluding speculative and manipulative marketing practices. Sales-supporting functions are buying, transporting, storing, promoting, financing, marketing research and management. Emphasis is on the development of attitudes, skills, and understanding related to marketing, merchandising, and management. Also included are a variety of activities, such as recording and retrieval of data, supervison and coordination of office activities, internal and external communications, and the reporting of information in the area of communications and record keeping.

These activities are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manaufacturing, transportation, utilities, and communications.

Included in this subject matter area are the items of information which identify various aspects of business, marketing and management occupations.

04.0100 Advertising Services -- Organized subject matter and learning experiences related to planning, development, placement, and evaluation tasks performed by distributive employees and management personnel in demand creation and sales promotion activities utilizing displays, merchandising aids, and mass media in such enterprises as advertising agencies, display houses, retail and wholesale establishments, and production industries.

Representative occupations are: Copy Writer, Advertising Layout Man, Advertising Production Manager, Display Manager, Public Relations Man, Account Executive, Media Buyer, Layout Man, Mailer Specialist, Advertising Salesman, Sales Manager.

04.0300 Automotive -- Organized subject matter and learning experience related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail, wholesale, and service establishments engaged in selling, renting, storing or caring of cars and trucks, and in selling automotive parts, accessories and equipment.

Representative occupations are: Automobile Salesman, Service Manager, Parts Manager, Field Representative, Service-Management Specialist, Automobile Appraiser, Car Rental Clerk, Car Wash Supervisor, Rental Car Manager, Parts Salesperson, Parking Lot Attendant.

04.0400 Finance and Credit -- Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in deposit banking and related services, extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

Representative occupations are: Bank Cashier, Credit Analyst, Financial Service Salesman, Investment and Tax Counseling Service Salesman, Brokerage Clerk, Broker's Floor Representative.

04.0600 Food Distribution -- Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food products at wholesale.

Representative occupations are: Manager, Cashier, Livestock Commission Man, Checker, Salesman, Salesperson, Buyer, Route Supervisor, Supermarket Department Head, Cashier-Checker, Bagger.

04.0700 Food Services -- Organized subject matter and learning experiences related to the sales and sales-supporting tasks performer by distributive employees and management personnel in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer.

Representative occupations are: Food Concession Manager, Catering Manager, Restaurant Manager, Food Checker, Salesman of Equipment and Supplies for Food Services, Steward, Coin Vending Machine Collector.

04.0800 General Merchandise -- Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel engaged primarily in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores, and catalog houses.

Representative occupations are: Store Manager, Merchandise Manager, Trainee Manager, Marker, Cashier, Collector, Adjustment Clerk, Salesperson, Sales Clerk, Demonstrator, Buyer, New Account Clerk, Department Manager, Deliveryman.

04.0900 Hardware, Building Materials, Farm and Garden Supplies and Equipment -- Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged primarily in selling one or more of the following product lines at retail, at wholesale, or to contractors: hardware, paint, wallpaper, lumber, building materials, supplies and equipment for home construction, or farm and garden supplies and equipment.

Representative occupations are: Service Department Manager, Salesman of Building and Construction Equipment and Supplies, Salesman of Hardware Supplies, General Hardware Salesperson, Farm and Garden Equipment Salesman, Contract Clerk.

04.1200 Industrial Marketing -- Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishing market potentials and selling goods and services to business and institutional buyers for use in their operations.

Representative occupations are: Sales Manager, Branch Manager, Industrial Organization Manager, Technical Service Manager, Industrial Relations Salesman, Salesman of Paper Products, Chemicals and Drugs, Plastic Products, Rubber Goods, Foundry and Machine Shop Products, Metals, Lubricating Equipment, Safety Equipment, Textile Machinery, Welding Equipment, Printing Supplies and School Equipment, Manufacturer's Representative.

04.1300 Insurance -- Organized subject matter and learning experiences related to the tasks performed by sales and management personnel for insurance carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts with carriers.

Representative occupations are: Special Agent, Insurance Examiner, Estate Planner, Underwriter, Insurance Manager, Insurance Office Manager, Investigator, Placer, Claim Adjuster, Hospital Insurance Representative, Insurance Salesman, Claim Examiner, Life Examiner.

04.1600 Petroleum -- Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail or wholesale establishments engaged in the distribution of petroleum products.

Representative occupations are: Contracts Manager, Field Representative, Bulk Plant Manager, Store Manager, Leasing Manager, Oil Field Supplies and Equipment Salesman, Oil Dispatcher, Automobile Service Station Attendant, Leaseman.

04.1700 Real Estate -- Organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing and leasing of real property.

Representative occupations are: Industrial Development Manager, Property Rental Agent, Real Estate Agent, Apartment House Manager, Property Manager, Building Superintendent, Business Broker, Right-of-Way Agent, Real Estate Appraiser, Building Consultant, Real Estate Salesman, Sales Representative.

04.1900 Transportation -- Organized subject matter and learning experiences related to the physical movement of people, personal effects and products, and the sales, storing, and sales-supporting tasks performed by distributive employees and management personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation.

Representative occupations are: District Sales Representative, Manager of Operations, Regional Manager, Airport Superintendent, Chief Dispatcher, Station Manager, Terminal Manager, Traffic Manager, Warehouse Manager, Salesman of Aircraft Equipment, Salesman of Boats and Nautical Equipment, Salesman of Railroad Equipment and Supplies.

04.2000 Retail Trade, Other (Specify) -- Include here other organized instructional programs and learning experiences, emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged in selling merchandise purchased for resale to customers for personnel, household, business or farm use, which are not listed above.

Representative occupations are: Solicitor, Stores Laborer, House-to-House Salesman.

04.3100 Wholesale Trade, Other (Specify) -- Include here other instructional programs and learning experiences emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in places of business engaged primarily in selling goods to retailers, industrial, commercial, institutional and professional users, or bringing buyer and seller together, which are not listed above.

Representative occupations are: Wholesaler, Distribution Warehouse Manager, Fuel Salesman.

04.9900 Distributive Education, Other (Specify) -- Include here other organized instructional programs and learning experiences, emphasized in marketing functions performed by employees, managers and/or proprietors in establishments engaged in selling products or providing services to individuals and business establishments, which are not classifiable as either retail or wholesale in nature and function.

Representative occupations are: Purchasing Agent, Sales Development Clerk, Contract Clerk, Public Utilities Salesman, Soft Water Service Salesman.

14.0100 Accounting and Computing Occupations -- Planned learning experiences which include a combination of courses and practical experiences concerned with systematizing information about transactions and activities into accounts and quantitative records, and paying and receiving money.

14.0101 Accountants -- Programs concerned with the paraprofessional duties supporting the accountant in organizing, designing, and controlling numerical and financial data.

Representative occupations are: Estimator, Credit Analyst, Utility Accounts Director.

14.0102 Bookkeepers -- Programs concerned with computing, classifying, and recording numerical data to keep financial records.

Representative occupations are: Account Information Clerk, Insurance Clerk, Account Classification Clerk, Audit Clerk, Bookkeeper, Distribution Accounting Clerk, General Ledger Bookkeeper, Commodity Loan Clerk, Fixed Capital Clerk.

14.0103 Cashiers -- Programs concerned with receiving and disbursing money in establishments other than banks, and usually involving the use of machines, including cash registers and change makers.

Representative occupations are: Cashier, Teller, Money Counter, Cashiers Supervisor.

14.0104 Machine Operators: Billing, Bookkeeping, and Computing -- Programs concerned with operations and procedures utilizing office machines for billing, posting, calculating, adding, listing, and mechanizing data (other than business data processing equipment).

Representative occupations are: Billing Machine Operator, Bookkeeping Machine Operator, Payroll Clerk, Balance Clerk, Adding Machine Operator, Audit Machine Operator, Calculating Machine Operator, Proof Machine Operator, Transit Clerk.

14.0105 Tellers -- Programs concerned with disbursing and receiving money in a bank and recording the transactions.

Representative occupations are: Teller, Collection and Exchange Teller, Note Teller, Head Teller.

14.0200 Business Data Processing Systems Occupations -- Planned learning activities which include a combination of courses and practical experiences concerned with business data processing systems and operations.

Representative occupations are: Project Director Business Data Processing, Manager Electronic Data Processing, Machine Records Unit Supervisor.

14.0201 Computer and Console Operators -- Programs concerned with operation of an electronic data processing computer including reviewing program instructions, determining procedures for a specific run, readying equipment for operation, and manipulating and monitoring controls during operation.

Representative occupations are: Computer Operations Supervisor, Digital Computer Operator.

14.0202 Keypunch, Coding and Peripheral Equipment Operators -- Programs concerned with operation of equipment which is auxiliary or peripheral to the operation of the electronic data computer. Included are the operation of alphabetic/numerical keypunch machines, card-to-tape converters, high speed printers and machines that print identification codes on wire, tape and other materials, and related equipment.

Representative occupations are: Card-Tape-Converter Operator, Computer-Peripheral-Equipment Operator, High Speed Printer Operator, Keypunch Operator, Data Typist, Verifier Operator, Tabulating Machine Operator, Sorting Machine Operator.

14.0203 Computer Programmers -- Programs concerned with converting symbolic statements of business problems to detailed logical flow charts for coding into computer language. Including analyzing all or part of a work flow chart of diagram representing a business problem by applying knowledge of computer capabilities subject matter, algebra, and symbolic to develop the sequence of program steps; conferring with supervisors and representatives of departments concerned with programs to resolve questions of program intent, output requirements, input data acquisition, extent of qutomatic programming, coding and modification, and inclusions of interval checks and controls; writing detailed logical flow charts in symbolic form to represent work order of data to be processed by a computer system, and to describe input, output, arithmetic, and logical operations involved; concerning detailed logical flow charts to language processable by computer; devising sample input data to provide testing of program adequacy; preparing block diagrams to specify equipment configuration; observing or operating a computer to test a coded program using actual or sample input data; correcting program errors by such methods as altering program steps and sequence; preparing written instructions (run book) to guide operating personnel during production runs; analyzing, revising, and rewriting programs to increase operating efficiency or to adapt to new requirements; compiling documentation of program development and subsequent revisions; and specializing in some instances in writing programs for one make and type of computer.

Representative occupations are: Chief Programmer, Business Programmer.

14.0204 Systems Analysts -- Programs concerned with analyzing and designing commercial systems, data methods, systems and procedures, and processing business data. Activities include analysis of business problems such as the development of integrated production, inventory control and cost, and the formulation and refinement of an analysis system for conversion to a programmable form for application to an electronic data processing system.

Activities frequently involve conferences with (1) the project director of business data processing and department heads of units involved to ascertain specific output requirements such as types of breakouts, degree of data summarization, and formats for management reports; and (2) management personnel of operating units to revise plans for obtaining and standardizing input data.

Among other responsibilities of the system analyst are: the study of current or the development of new systems and procedures to devise workflow sequence; the analysis of alternative means of deriving input data to select the most feasible and economical method; and the development of process flow charts in outlines and detailed form for programming, indicating external verification points such as trial audit printouts. Responsibilities may also include directing the preparation of programs, but does not include major responsibilities for technical, scientific, or exotic mathematics applications.

Representative occupation is: Business Electronic Data Processing Systems Analyst.

16.0117 Scientific Data Processing -- A combination of subject matter and experiences, including scientific principles and mathematical concepts, combined with specialty courses and applied laboratory experiences necessary in preparing pupils to: convert scientific, engineering, and other technical problem formulations to processible forms by computer; resolve symbolic formulations; prepare logical flow charts and block diagrams; encode resolvent equations for processing by applying knowledge of advanced mathematics, such as differential equations and numerical analysis; and gain understanding of computer capabilities and limitations.

The program is designed to provide in the pupil the capacity to perform such functions as: consulting with engineering and other technical personnel to resolve problems of intent, inaccuracy or feasibility of computer processing; observing the computer during testing or processing runs to analyze and correct programming and coding errors; reviewing results of computer for determining necessary modifications and reruns; developing new sub-routines or the extension of the application of available programs; and the development of scientific machine languages to simplify programming statements and coding of future problems.

Representative occupation is: Engineering and Scientific Programmer.

14.0300 Filing, Office Machines, and General Office Clerical Occupations -- Planned learning experiences which include a combination of courses and practical experiences concerned with the recording and retrieval of data, including classifying, sorting and filing correspondence, records, and other data.

14.0301 Duplicating Machine Operators -- Programs concerned with reproducing handwritten or typewritten matter by use of duplicating machines and devices.

Representative occupations are: Duplicating Machine Operator, Offset Duplicating Machine Operator, Automatic Typewriter Operator, Copy Operator, Chief Clerk, Print Shop.

14.0302 File Clerks -- Programs concerned with the recording and retrieval of data, including classifying, sorting, and filing correspondence, records, and other data.

Representative occupations are: Classification Clerk, File Clerk, Record Clerk, Records Custodian.

14.0303 General Office Clerks -- Programs concerned with performing a variety of clerical duties utilizing knowledge of systems and reports, including copying data, and compiling records and reports; tabulating and posting data in record books; providing information and conducting interviews; operating office machines; and handling mail and correspondence.

Representative occupations are: Account Analyst, Actuarial Clerk, Billing Clerk, Budget Clerk, Coding Clerk, Auditing Control Clerk, Data Processing Control Clerk, Dispatcher Clerk, Insurance Clerk, Letter of Credit Clerk, Sorting Clerk, Statistical Clerk, Timekeeper, Traffic Rate Clerk, Accounting Clerk, Cost Clerk, Reinsurance Clerk, Posting Clerk, Hospital Ward Clerk.

14.0400 Information Communication Occupations -- Learning experiences which include a combination of courses and practical experiences concerned with the distribution of information; e.g., by mail, telephone, telegraph, and in person.

14.0401 Communication Systems Clerks and Operators -- Programs concerned with operating telephone switchboards and similar equipment for relaying incoming and interoffice calls; establishing connections between subscribers; supplying information; calculating charges; operating telegraph and similar equipment for transmitting and receiving messages.

Representative occupations are: Central Office Operator Supervisor, Route Clerk, Information Operator, Switchboard Operator, Telephone Operator, Telephone Answering Service Operator, Telegrapher, Telegrapher Agent.

14.0402 Correspondence Clerks -- Programs concerned with composing correspondence and related items for the purpose of obtaining or giving information.

Representative occupations are: Correspondence Clerk, Correspondence Review Clerk, Sales Correspondent, Policyholders' Information Clerk.

14.0405 Messengers and Office Boys and Girls -- Programs concerned with running errands; sorting and delivering letters, packages, and messages; furnishing workers with clerical supplies; and performing similar routine tasks in an office.

Representative occupations are: Telegraph Messenger, Copy Boy, Messenger, Office Boy, Runner.

14.0406 Receptionists and Information Clerks -- Programs concerned with meeting the public through (1) answering telephone and information requests; (2) locating offices and employees; and (3) keeping records of callers, making appointments, interviewing people to secure required data, e.g., hospital admittance data, insurance data, and similar information.

Representative occupations are: Appointment Clerk, Hospital Admitting Clerk, Information Clerk, Receptionist, Registration Clerk, Out-Patient Admitting Clerk, Medical Records Clerk.

14.0500 Materials Support Occupations (Transporting, Storing and Recording) -- Planned learning activities which include a combination of courses and practical experiences concerned with (1) receiving, storing, issuing, shipping, requisitioning, and accounting for stores of material or material in use; (2) assigning locations and space to items, including verification of quality, identification, condition, and value; (3) preparing or committing stocks for shipment; (4) inventorying stock; (5) replenishing depleted items; and (6) filling orders and issuing tools, equipment, or materials to workers.

14.0502 Quality Control Clerks -- Programs concerned with verification of quality and quantity specifications.

Representative occupations are: Claim Examiner, File Room Custodian and Stability Program Clerk, Metal Release Man.

14.0503 Shipping and Receiving Clerks -- Programs concerned with assembling, packing, addressing, stamping or receiving, unpacking, verifying, and recording incoming merchandise or materials.

Representative occupations are: Rate Supervisor, Shipping Clerk, Receiving Clerk, Receipt Clerk, Route Return Clerk, Receiving and Shipper Checker, Sorter.

14.0600 Personnel, Training, and Related Occupations -- Planned learning experiences which include a combination of courses and practical experiences concerned with personnel administration of an organization and the facilitating functions of scheduling and conduction clerical work, management, and operations of organizations.

14.0602 Interviewers and Test Technicians -- Programs concerned with interviewing and administering tests to individuals to determine their appropriateness for employment and/or advancement. Also involved are the uses of appropriate measuring devices, and the administration scoring, and analysis of individual and group progress.

Representative occupations are: Job Analyst, Position Classifier, Test Technician, Placement Officer, Personnel Recruiter.

14.0603 Personnel Assistants -- Programs concerned with formulating policies relating to the personnel administration of an organization. Emphasized are the conduct of programs of recruitment, selection, training, promotion, welfare, safety, compensation, separation of employees, and recreation involving personnel. A practical background in psychology is required for some occupations in personnel research, and in the administration of testing and counseling programs.

Representative occupations are: Benefits and Service Records Supervisor, Employment Clerk, Identification Clerk, Social Security Clerk.

14.0700 Stenographic, Secretarial, and Related Occupations -- Planned learning activities which include a combination of courses and practical experiences concerned with making, classifying, and filing records, including written communications.

14.0701 Executive Secretary -- Programs concerned with secretarial coordinating, expediting, and facilitating functions of the office for aiding the executive under his direction and in a confidential relationship. (See also 14.0801 Administrative Assistants under Supervisory and Administrative Management Occupations.)

Representative occupation is: Administrative Secretary.

14.0702 Secretaries -- Programs related to occupations concerned with carrying out administrative and general office duties, in addition to taking and transcribing dictation.

Representative occupations are: Social Secretary, Legal Secretary, Medical Secretary, Secretary.

14.0703 Stenographers -- Programs concerned with taking shorthand or special writing of notes by hand or machines and transcribing them.

Representative occupations are: Court Reporter, Stenographer, Stenotype Operator.

14.0800 Supervisory and Administrative Management Occupations -- Learning activities and experiences concerned with various responsibilities such as (1) studying policies organizational structures, and administrative practices of organizations such as governmental units, industrial firms, and nonprofit groups; (2) reviewing periodic budgets submitted by operations personnel; (3) preparing reports summarizing findings and recommending to line management changes in policy, organization, and administration; (4) consolidating budget estimates and preparing financial reports for comment; and (5) supervising and coordinating activities, determining work procedures, and assigning duties.

14.0801 Administrative Assistants -- Programs concerned with the coordinating, expediting, and facilitating functions of the office for aiding the executive, under his direction and in a confidential relationship, in the discharge of his duties as related to personnel, the budget, records control, housekeeping, conducting studies and analyses, reviewing reports, and other responsibilities. (See also 14.0701 Executive Secretary.)

Representative occupations are: Administrative Assistant, Health Facilities Manager.

14.0803 Clerical and Office Supervisors -- Programs concerned with supervisory occupations involving the facilitating function of an organization, rather than a scientific, technical, or administrative specialty.

Representative occupation is: Clerical Supervisor.

14.0804 Data-Methods and System-Procedures Analysts -- Programs concerned with studying policies, organizational structures, and administrative practices of an organization for the purpose of recommending and installing systems procedures and methods improvement.

Representative occupations are: Clerical Technician, File Service Worker.

14.0805 Office Managers and Chief Clerks -- Programs concerned with the facilitating function of the office involving supervision of the budget and management analysis staff of an office, scheduling and conducting work, and other administrative specialization.

Representative occupations are: Chief Clerk, Office Manager, Operations Officer, Credit Union Supervisor, Disbursement Clerk.

16.0400 Office Technician -- That part of the office occupations field which requires the application of scientific knowledge and methods combined with technical skills in support of office occupations. Persons prepared in this technology are a part of the office team which includes the skilled worker, the technician, and administrative management personnel.

Representative occupations are: Office Layout Service Man, Space Analyst.

14.0901 Clerk-Typists -- Programs concerned with the performance of general clerical work requiring the use of a typewriter in a majority of the duties, including compiling and typing reports, application forms, shipping tickets, and other data from clerical records. Activities also include filing records and reports, posting information to records, sorting and distributing mail, answering telephones, computing with adding machines, and other similar duties.

Representative occupations are: Clerk-Typist, Bordereau Clerk (insurance).

HEALTH OCCUPATIONS EDUCATION

Education for health occupations comprises the body of related subject matter, or the body of related courses, and planned experiences designed to impart knowledge and develop understandings and skills required to support the health professions. Instruction is organized to prepare pupils for occupational objectives concerned with assisting qualified personnel in providing diagnostic, therapeutic, preventive, restorative, and rehabilitative services to people, including understandings and skills essential to provide care and health services to patients.

Education for health workers usually is conducted by recognized education agencies and appropriate health institutions and services that can make available the quality and kind of experiences needed by the trainee in developing the competencies required for his occupational goal.

Instructional programs which prepare persons for occupations that render health services directly to patients provide planned instruction and experience in appropriate clinical situations. For occupations that render health services which do not involve direct services to patients, planned instruction and experience in laboratories and/or appropriate work situations are provided as an integral part of the instructional program.

Included under the heading, Health Occupations Education, are items of information which describe selected aspects of education for health occupations. In the following definitions the term "subject matter" includes theory that may be given either in a school or in a clinical setting, and the term "experiences" includes the applied subject matter which is provided in a clinical setting.

Included in this subject matter area are the items of information which identify various aspects of agriculture.

Licensure, Certification, and Registration

Techniques for the regulation of workers in health occupations have been developed and administered, either by appropriate professional organizations or by legally constituted authority in the respective States, as a means to safeguarding the public against unqualified and/or unscrupulous persons. Therefore, regulatory procedures such as licensure, certification and/or registration in certain of the health occupations have been established.

> Licensure -- Under the authority of a State, laws are enacted setting forth the minimum qualifications for persons and the standards to be met for practicing in an occupation. All physicians, nurses, dental hygienists, and a growing number of paramedical personnel representing these groups have sought and helped to establish State laws for licensing practitioners in their fields. They have also found that mandatory regulations of these occupations under State licensure laws best serves the public interest. Employers, too, have come to rely upon the legal licensing agency for assurance that a practitioner is qualified in his field.

In Illinois the regulatory agency for licensure is the State Department of Registration and Education.

Certification -- Professional societies endeavor to improve the quality of services provided by supportive personnel in health fields through voluntary certification of individual workers. Standards pertaining to education, experience, and personal qualifications are determined by the professional society, usually in cooperation with the auxiliary group that is subject to the certification procedure. Applicants wishing to become certified under these standards must make application to the certifying board of the association and comply with the certification of standards.

Registration-- The term registration is used by certain occupational groups interchangeably with either the term licensure or certification. "Registered" nurse connotes a nurse who is licensed to practice as a professional nurse or as a technical-level nurse. A"registered" medical librarian is certified by and registered with her professional association. Registration may be interpreted in specific instances by placing after it (l) when "licensure" applies or (c) when "certification" applies.

NOTE: In situations involving designation of "licensure," "certification," or "registration" for record and/or report purposes as applicable to selected items in this subject-matter area, the following symbols may be used: (L) for Licensure; (C) for Certification; and (R) for Registration.

07.0100 Dental -- Included in this category are occupations concerned with supportive services to the dental profession.

07.0101 Dental Assistant -- A combination of subject matter and experiences designed to prepare a person to assist the dentist at the chairside in the dental operatory, to perform reception and clerical functions, and to carry out selected dental laboratory work. This is the dental assistant.

07.0102 Dental Hygiene (Associate Degree) -- A combination of subject matter and experiences designed to prepare a person to provide services to patients, such as performing complete oral prophylaxis, applying medication, and providing dental health education services, both for chairside patients and in community health programs, under the supervision of the dentist. This is the dental hygienist.

07.0103 Dental Laboratory Technology -- A combination of subject matter and experiences designed to prepare a person to execute the work in producting restorative appliances required for the oral health of the patient as authorized by the dentist. Some representative occupations are: Dental Ceramist, Contour Wire Specialist, Dental Laboratory Technician, Orthodontic Gold Bandmaker.

07.0200 Medical Laboratory Technology -- Planned subject matter and laboratory experiences concerned with bacteriological, biological, and chemical tests to provide data for use in diagnosis and treatment of diseases -- using microscopes, micrometers, and other instruments. Persons prepared in this area usually work under the supervision of medical technologists, clinical pathologists, or physicians.

07.0202 Histologist -- A combination of subject matter and experiences designed to enable a person to prepare, section, and stain tissues for microscopic study, usually by a pathologist or other clinical scientist. A representative occupation is tissue technologist.

07.0203 Medical Laboratory Assisting -- A combination of subject matter and experience designed to prepare a person to work under the supervision of medical technologists, clinical pathologists, or physicians to perform routine clinical laboratory procedures. Some representative occupations are Biochemistry Technologist, Medical Technologist, Microbiology Technologist, Medical Laboratory Assistant Aide.

07.0300 Nursing -- A combination of subject matter and clinical experiences designed to prepare a person to provide nursing care to patients in hospitals, sanitariums, clinics, or other institutions by administering medications and treatments, assisting the physician during treatment and examination of patients, or performing related auxiliary services.

07.0301 Nursing (Associate Degree) -- A combination of general and nursing education and clinical experiences designed to prepare a person for general duty nursing under the nurse supervisor or physician, or with other members of the health team. Bone representative occupations are: Nurse Anethetist, General Duty Nurse, Private Duty Nurse, Industrial Nurse.

07.0302 Practical (Vocational) Nursing -- A combination of subject matter and supervised clinical experiences designed to prepare a person to give direct nursing care under the supervision of a nurse or physician. The represented occupation is Licensed Practical Nurse.

07.0303 Nursing (Aid) -- A combination of subject matter and experiences designed to prepare a person to perform simple tasks involved in the personal care to individuals receiving nursing services. These tasks are performed under the supervision of a nurse. Some representative occupations are: Nurse Aide, Nurse Assistant, Cottage Parent, Orderlies.

07.0305 Surgical Technician (Operation Room Technician) -- A combination of subject matter and experiences designed to prepare a person to serve as a general technical assistant on the surgical team in the operating suite.

07.0400 Rehabilitation Assistant -- A combination of subject matter and experiences designed to prepare a person to help those with physical or mental disabilities, by directing their physical, social, or daily living activities, under the supervision of a physician, to repair or compensate for, the damage caused by illness or accident.

07.0401 Occupational Therapist -- A combination of subject matter and experiences designed to prepare a person to assist the occupational therapist in implementing the plan of therapy for a patient as prescribed by a physician. Some representative occupations are: Occupational Therapy Assistant, Occupational Therapy Aide.

07.0402 Physical Therapist -- A combination of subject matter and experiences designed to prepare a person to assist the physical therapist in implementing the plan of therapy for a patient as prescribed by a physician. Representative occupations are: Physical Therapy Aide, Physical Therapy Assistant.

07.0403 Prosthetics - A combination of subject matter and experiences designed to prepare a person to write specifications for and to make and fit artificial limbs, following the prescription of a qualified medical practitioner. Instruction includes the study of anatomy, biomechanics, engineering as related to prosthetic appliances, and shop experience in prosthetic construction. This is the Prosthetist.

07.0500 Radiologic -- A combination of subject matter and experiences designed to prepare a person to apply roentgen rays and radioactive substances to patients for diagnostic and therapeutic purposes. Instruction may include the study of anatomy, physiology, radiation physics, radiographic techniques, chemistry or processing and darkroom technique, radiation protection, and equipment maintenance.

07.0501 Radiologic Technology (X-ray) -- A combination of subject matter and experiences designed to prepare a person for the safe use of X-ray equipment in clinical settings under the supervision of a radiologist or other physician. A representative occupation is Radiologic Technologist.

07.0603 Optometrist Assistant -- A combination of subject matter and experiences designed to prepare to assist an optometrist in making tests to determine defects in vision, preparing and fitting eyeglasses or contact lenses, administering corrective eye exercise, or other treatment that does not require drugs or surgery.

07.0801 Mental Health Technician -- A combination of subject matter and experiences designed to prepare a person to assist nursing and medical personnel in rehabilitating mentally ill patients through recreational and occupational activities, training in new patterns of living, physical care of patients, and giving prescribed medication. Some representative occupations: Mental Health Worker, Activities Aide.

07.0900 Miscellaneous Health Occupations Education -- Include here programs not elsewhere classified which prepare a person to provide specified medical and health services.

07.0903 Inhalation Therapy -- Preparation includes a combination of subject matter and experiences designed to prepare a person to perform procedures and operation and maintain equipment used in supporting respiratory functions, including the administration of oxygen and other sustaining gases, as directed by a physician. Some representative occupations are: Inhalation Therapist, Inhalation Therapy Aide.

07.0904 Medical Assistant (Assistant in Physician's Office) -- A combination of subject matter and experiences designed to prepare a person to perform functions and follow procedures concerned with diagnosis and treatment of patients in a physician's office. Instruction includes physical examinations, laboratory tests, x-rays, measurements, and medications.

07.0906 Community Health Aid -- A combination of subject matter and experiences designed to prepare a person to serve as liaison between professional health workers and the recipients of health services. Instruction emphasizes basic understanding of biology, communicable diseases, environmental health, personal hygiene, infants, medicines, and family and community resources. Representative occupations are: Community Aide, Urban Health Aide, Neighborhood Health Aide.

07.0908 Food Service Supervisor -- A combination of subject matter and experiences designed to prepare a person to understand the nature of nutritional diseases and importance of controlled diets in the treatment of patients with such diseases in a hospital or other health institutions under the supervision of the dietitian. Instruction includes inspection of special diet trays and evaluation of patient's response to diets.

07.0909 Mortuary Science -- A combination of subject matter and experiences designed to prepare a person to perform the sanitary and embalming preparations for interment in conformity with legal requirements. Some representative occupations are: Mortician Investigator, Embalmer.

INDUSTRIAL ORIENTED OCCUPATIONS

Industrial Oriented Occupations is the branch of vocational education which is concerned with preparing persons for initial employment, or for upgrading or retraining workers in a wide range of trade and industrial occupations. Such occupations are skilled or semi-skilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction is provided (1) in basic manipulative skills, safety judgment, and related occupational information in mathematics, drafting, and science required to perform successfully in the occupation, and (2) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning. Included is instruction for apprentices in apprenticeable occupations or for journeymen already engaged in a trade or industrial occupation. Also included is training for certain semiprofessional occupations considered to be trade and industrial in nature.

Opportunities are frequently provided both during and outside regular class time for pupils to develop interests, skills, and knowledge in selected aspects of industrial occupations as an integral part of the instructional program.

Technical education is concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences, usually at the post-secondary level. The program of instruction normally includes the study of the underlying sciences and supporting mathematics inherent in a technology, as well as methods, skills, materials, and processes commonly used and services performed in the technology. Technical education prepares for the occupational area between the skilled craftsman and the professional person such as the doctor, the engineer, and the scientist.

The engineering technician will be capable of performing such duties as assisting in the following engineering functions: designing, developing, testing, modifying of products and processes, production planning, writing reports, and preparing estimates; analyzing and diagnosing technical problems that involve independent decisions; and solving a wide range of technical problems by applying his background in the technical specialties -- science, mathematics, and communicative and citizenship skills.

Included in this subject matter area are the items of information which identify various aspects of industrial oriented occupations.

17.0100 Air Conditioning -- Classroom and shop experiences which enable the student to become proficient in the installation, repair and maintenance of commercial and domestic air conditioning systems. Included is instruction in the theory and application of basic principles involved in conditioning of air - cooling, heating, filtering, and controlling humidity; the operating characteristics of various units and parts; blueprint reading; the use of technical reference manuals; the diagnosis of malfunctions, the overhaul, repair, and adjustment of units and parts such as pumps, compressors, valves, springs, and connections; and the repair of electric and pneumatic control systems.

A representative occupation is: Air Conditioning Mechanic, Commercial (any industrial).

17.0102 Heating -- Learning experiences specifically concerned with the installation, operation, testing, and troubleshooting of various types of heating equipment, including the controls needed for operation.

Some representative occupations are: Oil Burner Installer and Serviceman; Gas Furnace Installer and Repairman.

17.0200 Appliance Repair -- Classroom and shop experiences concerned with the theory of electrical circuitry, simple gearing, linkages, and lubrication in the operation, maintenance, and repair of components including relays, time switches, pumps, and agitators used in appliances such as washers, dryers, vacuum cleaners, toasters, water heaters, and stoves. Related training is provided in the use of familiar tools, test equipment, and service manuals, and in making cash estimates for repairs.

A representative occupation is: Household Appliance Serviceman.

17.0201 Electrical Appliances -- Learning experiences specifically concerned with the repair, installation, and servicing of electrical appliances.

Some representative occupations are: Electric Appliance Repairman; Small Appliance Repairman.

17.0300 Automotive Services -- Classroom and shop experiences which include training in all phases of automotive maintenance repair work on all types of automotive vehicles. Included is training in the use of technical manuals and variety of hand and power tools. Instruction and practice is provided in diagnosis of malfunctions, disassembly of units, parts inspection, and repair or replacement of parts involving engine overhaul and repair, ignition systems, carburetion, brakes, transmission, front end alignment, body and fender repair, and the installation of a variety of accessories such as radios, heaters, mirrors and windshield wipers.

Some representative occupations are: Muffler Installer; Brake Adjuster; Ignition System Analyzer; Auto-Seat Cover - Convertible Top Upholsterer.

17.0301 Body and Fender -- Specialized learning experiences concerned with all phases of the repair of damaged bodies and fenders, including metal straightening by hammering; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components, including trim.

Some representative occupations are: Shop Estimator; Auto Body Repairman and Finisher; Auto Body Painter.

17.0302 Auto Mechanics -- Learning experiences concerned with the components of the vehicle, including engine, power transmission, steering, brakes, and electrical systems. Included is training in the use of diagnostic and testing equipment and tools used in the repair process.

Some representative occupations are: Motor Rebuilder; Tune-Up Man; Transmission Specialist.

16.0104 Automotive Technician -- A sequence of classroom and laboratory experiences including the study of scientific and mathematical principles which lead to understanding of the design, development, and testing of internal combustion engines and related component parts of the motor vehicle, including transmissions, electrical systems, and braking systems. This program is planned to prepare the graduate to perform duties concerned with designing, testing, and development in direct support of the automotive engineer.

Some representative technical occupations are: Automotive Technician; Diagnostic Analyzer.

17.0401 Aircraft Maintenance (Air Frame & Power Plant) -- Classroom and shop experiences concerned with the inspection, repair, servicing, and overhauling of all airplane parts, including engines, propellers, instruments, airframes, fuel and oil tanks, control cables, and hydraulic units. Learning the use of technical manuals and various kinds of testing equipment also is emphasized.

Some representative occupations are: Airframe and Power Mechanic; Assembly Mechanic; Electrical Equipment Tester; Hydraulic Systems Tester.

17.0402 Aircraft Operations -- Classroom and practical experiences concerned with the in-flight operation of commercial airplanes, including piloting, navigating, and passenger services.

Some representative occupations are: Flight Engineer Assistant; Tower Flight Control.

17.0403 Ground Operations -- Classroom and practical experiences concerned with the ground support of commercial planes, including passenger service, aircraft preflight service, and flight control.

Some representative occupations are: Air Traffic Coordinator; Airport Serviceman.

16.0601 Commercial Pilot Training -- A program of classroom instruction and practical experience, including mathematics and the appropriate physical sciences, designed to prepare the student to pilot and eventually assume command responsibility for aircraft carrying passengers or freight. The program is planned to enable the student to acquire competency and knowledge in such fields as: aircraft structure, behavior, and operation, and controls; radio communications as applied to aircraft; meteorology; navigation; airways safety and traffic regulations; and other aspects of a pilot's duties and responsibilities. The student will be expected to become conversant with governmental rules and regulations pertaining to piloting aircraft and will be expected to pass any tests prescribed by the Federal Aviation Agency for a Commercial Pilot's Certificate upon satisfactory completion of the designated sequence of courses.

A representative technical occupation is: Commercial Pilot.

17.0600 Business Machine Maintenance -- Classroom and shop experiences concerned with maintaining and repairing a variety of office machines such as typewriters, dictation machines, and calculators; data processing equipment used for recording and processing data; and duplicating and mailing machines. Instruction includes diagnostic techniques; understanding of mechanical principles such as those involved in gears, cams, levers and power tools; soldering; mechanical drawing; principles of electricity and electronics; uses of testing devices; and business procedures and customer relations.

A representative occupation is: Office Machine Serviceman.

17.0700 Commercial Art Occupations -- Organized specialized learning experiences which include theory, laboratory, and shopwork as they relate to the design and execution of layouts and making illustrations for advertising, display, and instructional manuals. Instruction includes advertising theory and preparation of copy, lettering, poster design, fashion illustration, silk screen, air brush and touch-up, inks and color dynamics, package and product design, drawings for line and halftone reproduction, and other display devices and exhibits.

Some representative occupations are: Airbrush Artist; Commercial Designer; Sign Painter; Engrosser; Display Designer; Window Display.

17.0703 Product Designer -- Organized subject matter and experiences concerned with the application of knowledge of commercial art to the design of commercial products for the purpose of decorative, aesthetic effects and current styling consistent with utilization value of such products. Occupations in this area also require knowledge of products and production methods.

Some representative occupations are: Industrial Designer; Ornamental Metalwork Designer; Product Designer.

17.0900 Commercial Photography Occupations -- Organized specialized learning experiences which include theory, laboratory, and studio work as each relates to all phases of camera uses and photographic processing. Instruction includes composition and color dynamics, contact printing, and enlarging; developing film; air brush and cameras, meters and other photographic equipment; portrait commercial, and industrial photography; and processes such as microfilming and preparing copy for other printing and graphic arts processing. Instruction also emphasizes the development in planning, developing, and producing in such areas as audiovisual materials and telecasting.

Some representative occupations are: Photograph Developer; Photostat Operator; Photographer Helper.

17.0901 Photographic Laboratory and Darkroom Occupations -- Subject matter and learning experiences concerned primarily with developing and printing photographic still or motion picture film; controlling resultant prints; touch-up of negatives; and finishing, coloring, restoring, and copying prints.

Some representative occupations are: Photograph Retoucher; Projection Printer; Print Washer; Copy Cameraman; Photostat Operator; Print Inspector.

17.1000 Construction and Maintenance Trades -- Classroom and shop experiences concerned with the erection, installation, maintenance, and repair of buildings, highways, airports, missile sites, earth, and other structures using assorted materials such as metal, wood, stone, brick, glass, concrete, or composition substances. Instruction is provided in a variety or activities such as cost estimating; cutting, fitting, fastening, and finishing various materials; the uses of a variety of hand and power tools; and blueprint reading and following technical specifications. Knowledge concerning the physical properties of materials also is emphasized.

Some representative occupations are: House Repairman; House Builder; Bridge Builder; Maintenance Man, Building.

17.1001 Carpentry -- Classroom and shop experiences involving layout, fabrication, assembly, installation, and repair of structural units. Emphasized in instruction are the care and use of hand and power tools, equipment, and materials; common systems of frame construction and the principles involved; and drafting, blueprint reading, applied mathematics, and materials estimating.

Some representative occupations are: Finish Carpenter; Rought Carpenter; Cabinet Maker; Maintenance Carpenter; Form Builder; Shipwright; Carpenter Helper; Laborer, Carpenter.

17.1002 Electrician -- Classroom and shop experiences concerned with the layout, assembly, installation, testing, and maintenance of electrical fixtures, apparatus, and wiring used in electrical systems. Instruction is provided in the reading, interpretation, and industrial wiring based on controlling electrical codes.

Some representative occupations are: Electrician, Constructional and Industrial; Electrician Helper.

17.1003 Heavy Equipment (Construction and Operation) -- Classroom and practical work experiences concerned with the operation, maintenance, and repair of heavy-duty equipment such as bulldozers, cranes, graders, tractors, concrete mixers, crawler-mounted shovels, trailer-mounted compressors, and the gasoline or diesel engines powering the equipment.

Some representative occupations are: Heavy Equipment Maintenance; Equipment Oiler; Construction Equipment Mechanic; Bulldozer Operator; Drag Line Operator; Motor Grader Operator; Dredge Operator; Concrete Paving Machine Operator; Asphalt Plant Operator; Stone Crusher Operator; Earth Boring Machine Operator; Pile Driver Operator; Truck-Crane Operator; Hoisting Engineer.

17.1004 Masonry -- Specialized classroom and shop experiences concerned with the cutting, chipping, and fixing in position of concrete blocks, brick, and glass blocks using bonding materials and handtools. Included is training in reading architectural plans, planning, and estimating.

Some representative occupations are: Brick Layer; Stone Mason; Ceramic Tile Setter; Block Layer; Marble Setter.

17.1005 Painting and Decorating -- Specialized classroom and shop experiences concerned with the preparation and finishing of exterior and interior surfaces by the application of protective or decorative coating materials such as lacquer, paint, and wallpaper. Instruction includes experiences in scraping, burning, or sanding surfaces; making, mixing, and matching paints and colors; and applying coating with brush, roller or spray gun, or by cutting, pasting, and hanging wallpaper.

Some representative occupations are: Painter; Paperhanger; Painter Helper.

17.1006 Plastering -- Specialized classroom and shop experiences concerned with the application of plaster, stucco, and similar materials to interior and exterior surfaces of structures. Instruction includes the preparation of surfaces and the smoothing and finishing of them.

Some representative occupations are: Stucco Mason; Permastone Dresser; Plasterer Helper.

17.1007 Plumbing and Pipefitting -- Specialized classroom and shop experiences concerned with oayout, assembly, installing, altering and repairing piping systems, including related fixtures and fittings in structures by use of pipecutting, bending and threading tools; welding, soldering and brazing equipment; and other hand and power tools and equipment.

Some representative occupations are: Plumbing; Pipefitting; Sprinkler Fitter; Steam Fitter.

17.1009 Glazing -- Organized learning experiences concerned with preparing, fitting, and installing glass in structures and other openings of buildings such as windows, doors, and partitions or in objects such as display cases and table tops.

Some representative occupations are: Glazier; Glass Installer (Auto, Commercial Buildings).

17.1200 Diesel Mechanic -- Classroom and shop experiences concerned with all phases of repair work on diesel engines used to power buses, ships, trucks, railroad trains, electrical generators, construction machinery, and similar equipment. Instruction and practice is provided in diagnosis of malfunction; disassembly of engines and examination of parts; reconditioning and replacement of parts; repair and adjustment of fuel injection systems, oil and water pumps, generators, governors, auxiliary and accompanying power units, controls, and transmissions. The uses of technical manuals, of a variety of hand and power tools, and of testing and diagnostic equipment also are studied.

Some representative occupations are: Diesel Mechanic; Fuel Injection Serviceman; Diesel Mechanic Helper.

17.1300 Drafting -- Organized specialized learning experiences which emphasize theory, use of the drafting room and laboratory and shopwork as each relates to gathering and translating of data or specifications, including the aspects of planning, preparing, and interpreting mechanical, architectural, structural, pneumatic, marine, electrical/electronic, topographical, and other drawings and sketches. Instruction is designed to provide experiences in drawing; the use of reproduction materials, equipment, and processes; the preparation of reports and data sheets for writing specifications; the development of plan and process charts and drawings; and the development of models. Instruction emphasizes the development of skills and knowledge essential for employment in ancillary capacities. (See also 16.0103 Architectural Technician and 16.0106 Civil Technician)

Some representative occupations are: Architectural Draftsman; Aeronautical Draftsman; Marine Draftsman; Sheet Metal Draftsman; Electronic Draftsman; Structural Draftsman; Piping Draftsman; Auto Body Designer; Tool and Die Designer; Machine Draftsman; Civil Draftsman; etc.

16.0103 Architectural Technician (Building Construction) -- A program of instruction designed to provide the pupil with knowledge and understanding of scientific principles, mathematical concepts, and communicative and technical skills combined with laboratory experiences including creative design, testing, and model building which will enable him to be supportive to the architect and the architectural engineer. The subject matter is concerned with design estimating, inspection, supervision, and contracts and specifications -- primarily in the field of building construction -- with emphasis on the art of form.

Some representative technical occupations are: Model Maker; Specifications Writer; Structural Designer.

16.0106 Civil Technician -- A planned program of classroom and laboratory experiences including the study of physical sciences, mathematics, surveying, strength of materials, and other specialty courses leading to preparation for designing, testing, and supervising the construction of highways, railroads, airports, bridges and harbors, irrigation works, sanitary plants, and other structures. The graduate works in direct support of the civil engineer.

Some representative technical occupations are: Map Maker; Highway and Bridge Designer; Highway and Field Surveyor.

17.1401 Industrial Electrician -- Specialized classroom and practical instruction related to the maintenance and repair of a variety of industrial machinery driven by electric motors or which are electrically controlled.

Some representative occupations are: Maintenance Electricians; Meter Repairman; Electrical Controller Installer; Electrical Controller Repairman; Powerhouse House Electrician; Street Light Serviceman; Traffic Light Serviceman.

17.1402 Lineman -- Specialized classroom and practical experiences concerned with the installation, operation and maintenance of local, long distance and rural lines, including pole-and-tower line erection and construction.

Some representative occupations are: Lineman; Cable Repairman; Cable Splicer; Line Repairman.

16.0107 Electrical Technology -- An organization of subject matter and laboratory experiences designed to provide preparation in specialty courses, physical sciences, mathematics, and general education as applied to the design, development, and testing of electrical circuits, devices, and systems for generating electricity, and the distribution and utilization of electrical power. These electrical systems incorporate and require knowledge about the application of electronic and instrumentation devices.

The program is designed to develop in the individual the capacity to perform in such areas as: model and prototype development and testing; systems analysis and integration including, design, selection, installation, calibration, and testing; development of corrective and preventive maintenance techniques; application of engineering data; and the preparation of reports and test results in support of the electrical engineer.

Some representative technical occupations are: Electrical Technician; Cable Layout Man; Power and Load-Use Dispatcher.

17.1500 Electronics Occupations -- Organized specialized learning experiences which include theory, laboratory, and shopwork as each is related to planning, producing, testing, assembling, installing, and maintaining electronic communications equipment such as radio, radar, and television; industrial electronic equipment, including digital computers; new electronic systems, components, and equipment; and control devices. Emphasis is on solid-state devices and components, electron tube characteristics, low frequency amplifiers, LC and RC oscillators, transistors, and amplitude and frequency modulation. Instruction is designed to develop knowledge, understanding, and skills essential form employment in communications, industrial electronics, radio/television, and other electronics occupations. (See also 16.0108 Electronic Technician and 16.0109 Electromechanical Technician)

Some representative occupations are: Electronic Systems Inspector; Instrument Inspector; Industrial Electronics Technician.

17.1501 Communications -- Specialized classroom and practical experiences concerned with the assembly, installation, operation, maintenance, and repair of communications equipment and systems of all types, e.g. industrial and entertainment sound systems, data processing, telephone dial systems, two-way radio, central circuits, hearing aids, and high-fidelity receiving sets.

Some representative occupations are: Instrument Technician; Communications Man; Sound Technician; Equipment Installer; Hearing-Aid Repairman; Protective Signal Repairman; Telephone Serviceman.

17.1502 Industrial Electronics -- Specialized classroom, laboratory, and practical experiences concerned with the basic elements of vacuum tubes and circuitry; using and servicing testing equipment, and troubleshooting circuits; the study of and experience in repairing photoelectric controls, timers, selector switches, counters, recorders, and transducers; and the study of the characteristics and intricacies of equipment and components used in industry and research centers. More advanced instruction includes study, analysis, and repair of magnetic amplifiers, motors, motor controls, electronic heating, saturable reactors, servomechanisms, pulse circuits, computers, and test instruments -- including basic principles and servicing procedures. Field trips are taken frequently.

Some representative occupations are: Instrument Mechanic; Audio-Video Repairman; Production Repairman.

17.1503 Radio/Television -- Specialized theory and practice which are concerned with the construction, maintenance, and repair of radios and television sets. Training also prepares students to diagnose troubles and make repairs on other electronic products such as high-fidelity sound equipment, phonographs, and tape recorders.

Some representative occupations are: Radio Repairman; Television Services and Repairman.

16.0108 Electronic Technician -- Subject matter and laboratory experiences organized to provide preparation in the specialty courses, physical science, mathematics, and general education concerned with the design, development, modification, and testing of electronic circuits, devices and systems. Subject matter incorporates solid state and microminiaturization devices and representative systems such as microwave systems, computers, and controls.

The program is designed to develop in the individual the capacity to perform in such areas as: practical circuit feasibility; prototype development and testing; development of maintenance techniques; systems analysis including design, selection, installation, calibration, and testing; and the application of engineering data and preparation of reports and test results in support of the professional personnel in the electronics field.

Some representative technical occupations are: Supervisor, Electronic Maintenance; Engineering-Development Technician; Electromedical Equipment Repairman; Master Control Engineer; Transmitter Operator.

16.0109 Electromechanical Technician -- A selection and integration of specialized classroom and laboratory learning experiences in both the mechanical and electrical fields. Instruction is planned to provide preparation for responsibilities concerned with the design, development, and testing of electromechanical devices and systems such as automatic control systems and servo-mechanisms, including vending machines, elevator controls, missile controls, tape-control machines, and auxiliary computer equipment.

The program of instruction is designed to develop understanding, knowledge, and skills which will provide the capacity to perform effectively in such areas as: feasibility testing of engineering concepts; systems analysis including design, selection, and testing application of engineering data; and the preparation of written reports and test results in support of mechanical and electrical engineers.

Some representative technical occupations are: Standards Laboratory Technician; Medical Apparatus Model Maker; Experimental Mechanic, Electrical.

17.1700 Foremanship, Supervision and Management Development -- Planned learning experiences designed to assist the supervisor in effectively utilizing the men, machines, and materials under his supervision by broadening his background knowledge and developing his leadership abilities. Included is the study of human behavior; organization and management; oral communication; labor laws; personnel procedures; job analysis; work simplification; employee utilization; the development of writing techniques as applied to the preparation of letters, memos, and technical reports; speed reading; and safety and first-aid practices.

No D.O.T. relationship shown because this instructional program applies to the development of foremen and supervisors over a broad range of crafts, trades, and industrial functions. In most instances occupations require a combination of knowledge of supervision and knowledge of a craft, manufacturing process or operations of an industry.

17.1901 Composition, Makeup and Typesetting -- Organized learning experiences concerned with layout, composition, makeup and hand and machine typesetting and typecasting.

Some representative occupations are: Linotype Operator; Photo Typesetter Operator; Compositor; Job Printer.

17.1902 Printing Press Occupations -- Organized learning experiences concerned with making ready, operating, and maintaining printing presses.

Some representative occupations are: Cylinder Press Man; Offset Press Operator; Engraving Press Operator; Printer Helper.

17.1903 Lithography, Photography and Platemaking - Organized learning experiences concerned with lithography, lithographic photography, stripping, and related platemaking processes.

Some representative occupations are: Plate Finisher; Photographer; Print Maker; Photolithographer.

17.1905 Silk Screen Making and Printing -- Organized learning experiences concerned with the preparation of silk screens and the operations of silk screen printing.

Some representative occupations are: Screen Maker; Silk Screen Machine Operator; Screen Painter; Sign Writer; Silk Screen Printer.

16.0112 Instrumentation Technician -- A sequence of classroom and laboratory experiences, supported by physical sciences and mathematics, concerned with providing an understanding in the fields of electricity, electronics, mechanics, pneumatics, and hydraulics as they pertain to applications of the principles of control and recording systems and automated devices. The instructional program is planned to prepare the pupil to design, develop prototypes, and test and evaluate control systems of automated systems and to prepare graphs, written reports and test results in support of the professional personnel working in the field of instrumentation.

Some representative technical occupations are: Systems Testing Laboratory Technician; Instrumentation Technician.

17.2102 Watchmaking and Repair -- Classroom, laboratory, and practical experiences concerned with making, maintaining, and repairing clocks, watches, chronometers, and similar types of time-measuring devices. Instruction includes training in diagnosing malfunctions; disassembling and repairing or replacing faulty parts; cleaning, assembling, and adjusting parts; estimating repair costs; replacing straps and bands, crystals, crowns and hands. The various kinds and uses of special watchmaker's bench and hand tools, e.g., lathe, staking tool, loupe, pliers, truing calipers, poising tool, timing machine, tweezers, soldering devices, pallet warmer for burnishing, and grinding, drilling, and polishing tools and devices are included in instruction. Cleaning and performing other operations are emphasized as well as the types and uses of various materials including metals, plastics, chemicals, oils, waxes and abrasive powders.

Some representative occupations are: Watch and Clock Repairman; Watch Maker; Assembler (Watch and Clock).

17.2301 Foundry -- Specialized classroom and shop experiences designed to provide knowledge of the theory and applications of foundry practice in ferrous and nonferrous foundries.. Instruction emphasizes foundry equipment, various sands and refractories, sand and machine molding, foundry chemistry and metallurgy, coremaking, chipping, and grinding.

Some representative occupations are: Molder; Furnace Operator; Cupola Tapper; Casting Machine Operator; Foundry Worker.

17.2302 Machine Shop -- Specialized classroom and shop experiences concerned with all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling, feeds, and speeds of machining. Also emphasized are: work on the bench and on lathes, shapers, milling machines, grinders, and drills; uses of precision measuring instruments such as layout tools, micrometers, and gages; methods of machining and heat treatment of various metals; blueprint reading; and the layout of machine parts. Instruction prepares the pupil to operate and repair all machines.

Some representative occupations are: Machinist; Patternmaker, Metal; Production Machine Operator; Machinist Helper.

17.2303 Machine Tool Operation -- Specialized learning experiences to prepare a semiskilled worker to run only one machine, e.g., lathe, grinder, drill press, milling machine, or shaper.

247

Some representative occupations are: Gear Cutting Machine Operator; Grinder Operator; Screw Machine Operator; Milling Machine Operator; Turret Punch Press Operator.

17.2304 Metal Trades, Combined -- Specialized learning experiences designed to prepare an all-round metalworker capable of fabricating and assembling a variety of products in many industries. Instruction includes layout sequence of operations; setting up and operating fabricating machines; positioning, alining, fitting, and welding parts; and designing and construction templates and fixtures.

Some representative occupations are: Kick Press Operator; Bending Machine Operator; Ornamental Metal Worker; Riveter, Hydraulic.

17.2305 Sheet Metal Worker -- Specialized classroom and shop experiences concerned with the layout, fabrication, erection or installation, and maintenance of items made of steel, copper, stainless steel, and aluminum, such as ventilating, air conditioning and heating ducts, kitchen equipment, signs, furniture, and skylights. Instruction includes the use of handtools and machines, such as the cornice brake, forming rolls, and squaring shears; drafting; and blueprint reading.

Some representative occupations are: Sheet Metal Worker; Sheet Metal Layout Man; Forming Machine Operator.

17.2306 Welding and Cutting - Gas and Electric -- Specialized classroom and shop experiences concerned with all types of metal welding, brazing, and flame cutting. Instruction emphasizes properties of metals, blueprint reading, electrical principles welding symbols, and mechanical drawing.

Some representative occupations are: Gas Brazing; Flame Cutter; Flame Cutter Machine Operator; Spot Welder; Arc Welder; Mig and Tig Welder; Production Welder.

17.2307 Tool and Die Making -- Organized classroom and shop experiences concerned with analyzing specifications, laying out metal stock, setting up and operating machine tools, and fitting and assembling parts to make and repair metalworking dies, cutting tools, jigs fixtures, gages, and machinists' handtools, including instruction in the application of tool and die designs and construction, shop mathematics, metal properties, and layout, machining, and assembly procedures.

Some representative occupations are: Tool Maker; Tool and Die Maker; Jig and Fixture Maker; Die Finisher; Tool and Die Maker Helper.

17.2308 Die Sinking -- Organized classroom and shop experiences concerned with laying out, machining, and finishing impression cavities in die blocks to produce forging dies, including instruction in the use of blueprints and methods of die sinking.

Some representative occupations are: Die Sinker; Edger Man; Die Sinker, Benchman.

17.2309 Metal Patternmaking -- Organized classroom and shop experiences concerned with fitting, assembling, and handfinishing castings and parts in making metal foundry patterns, including instruction in the use of handtools and analysis of specifications according to patternmaking methods.

Some representative occipations are: Metal Patternmaker, Bench; Metal Patternmaker, Foundry.

16.0114 Metallurgical Technician -- An organization of subject matter and laboratory experiences including specialty courses, physical sciences, mathematics, and general education concerned with the production, research, and/or quality control of metals. The instructional program is designed to prepare pupils for performing duties in such areas as: conducting tests on the properties of metals, pilot and production plant design and development, the development, operation, and alteration of test procedures and equipment; and the collection and analysis of data and preparation of comprehensive and detailed reports in support of professional personnel in the metallurgical field.

Some representative occupations are: Metallurgical Assistant; Spectroscopist and Tester.

17.3000 Refrigeration -- Classroom and shop experiences concerned with commercial chilling and freezing systems, including theory, application, and operating of compressors, expansion and float valves, thermostats, and pressure controls; diagnosing overhauling, and testing methods and procedures; charging and discharging systems with refrigerants; and testing hermetic units, relays, and overload devices.

Some representative occupations are: Refrigeration Engineer; Refrigeration Machine Operator.

17.3100 Small Engine Repair, Internal Combustion -- Classroom and shop experiences concerned with maintaining and repairing a variety of small engines used on portable power equipment, e.g., lawnmowers, outboard motors, chain saws, and rotary tillers. Instruction includes principles of internal combustion engine operation, reading technical manuals, and customer relations.

Some representative occupations are: Outboard Motor Mechanic; Gasoline Engine Repairman; Motorcycle Repairman.

17.3202 Pumping Plants -- Organized learning experiences concerned with the installation, operation, and maintenance of pumping installations handling liquids, gases, or solids for remote delivery through pipelines or for local use. Pumps are commonly driven by electric motors, diesel engines, or gas turbines. Instruction includes theory, operation, and maintenance of pumps, pipelines, motors, engines, and gas turbines as well as instrumentation and control.

Some representative occupations are: Oil Pumper; Compressor Engineer; Pump Station Engineer; Sewage Plant Operator.

17.3402 Shoe Repair -- Organized classroom and shop experiences concerned with the repair of all types of footwear. Instruction emphasizes types and care of shoes; kinds and uses of tools and machines; shoe construction; shoe repairing, including replacement of worn parts such as heels and soles, and sewing parts that need mending; orthopedic shoemaking and repair; leather refinishing and dyeing; salesmanship and simple bookkeeping. Repairing of other leather articles, such as handbags, luggage and belts may be included in instruction.

Some representative occupations are: Shoe Repairman; Shoe Repairman Helper.

17.3500 Upholstering -- Classroom and shop experiences concerned with all aspects of upholstering, including furniture, automobile seats, caskets, mattresses, and bedsprings. Instruction includes history and styles of furniture; installing, repairing, arranging and securing springs, filler, padding, and covering material; patternmaking; cutting, sewing, and trimming; outside coverings; cushion filling; styling and designing; tufting and buttoning; and wood refinishing.

Some representative occupations are: Upholsterer; Seat Cover Installer; Box Spring Maker; Automobile Upholsterer; Mattress Maker.

17.3601 Millwork and Cabinet Making -- Specialized class and practical work experiences concerned with mass production of products such as window frames, moldings, trims, and panels; and with making such products as furniture, store fixtures, kitchen cabinets, and office equipment. Instruction includes training in cutting, shaping, and assembling parts by means of handtools, woodworking machines; refinishing furniture; installing hardware, e.g., hinges, catches, and drawer pulls; planning layouts; blueprint reading; drafting; and features of various kinds of woods.

Some representative occupations are: Cabinetmaker; Mortising Machine Operator; Sticker Machine Operator; Patternmaker, Wood; Cooper; Mobile Home Installer.

16.0100 Engineering-Related Technician -- That part of the engineering field which requires the application of scientific and engineering knowledge and methods combined with technical skills necessary in the support of engineering activities. Persons prepared in this technology are a part of the engineering manpower team which includes the skilled craftsman, the technician, and the engineer, and work as technicians in close support of the engineer.

16.0105 Chemical Technology -- A program of instruction designed to provide the pupil with knowledge of scientific principles, mathematical concepts, and communicative and technical skills combined with the appropriate laboratory experiences which will enable him to be supportive to professional personnal in the chemical field. The subject matter emphasizes qualitative, quantitative and analytical analyses in general and organic chemistry. In the unit operation laboratory, he studies material handling, crushing, grinding, and sizing. By pilot-plant operation, he studies the machinery and methods used in extraction, distillation, evaporation, drying, absorption, and heat transfer in chemical technology. He designs, installs, and operates pilot plants for chemical manufacturing processes.

Some representative technical occupations are: Analytical Research Technician; Chemical Laboratory Technician; Color Man (paper and pulp); Chemist Helper.

16.0111 Industrial Technician -- A program of instruction designed to develop knowledge and understanding of scientific principles, mathematical concepts, and communicative and technical skills, combined with appropriate laboratory experiences which will prepare the pupil to be supportive to the industrial engineer in production and planning. The subject matter emphasizes the design and installation of integrated systems of materials, machinery, equipment, and personnel.

Some representative technical occupations are: Material Scheduler; Production Planner; Process Description Writer; Maintenance Technician; Industrial Engineering Technician.

16.0113 Mechanical Technician -- A program of instruction designed to develop knowledge and understanding concerning scientific principles, mathematical concepts, and communicative skills, combined with appropriate laboratory experiences which will prepare a pupil to become supportive to the mechanical engineer.

Some representative technical occupations are: Mechanical Engineer Technician; Automated Equipment Engineer-Technician.

16.0116 Petroleum Technician -- A planned program of classroom and laboratory experiences which include mathematics, chemistry, physics, petrology, sedimentation, and geophysics as applied to the recovery and use of oil and gas. Instruction leads to preparation for: oil field exploration; supervision of rig construction drilling, oil field services, crude petroleum production, and petroleum refining; and work in direct support of the engineers and geologists in the oil industry.

Some representative technical occupations are: Core Analyst; Computer, Seismograph; Oil Well Surveyor; Formation Testing Operator; Field Specialist.

PERSONAL AND PUBLIC SERVICE OCCUPATIONS

Personal and Public Service Occupations are derived from many of the traditionally recognized vocational education disciplines. There is in addition a social science, public service oriented knowledge needed to perform successfully in public service. Therefore, the vocational education system presently in operation, with some revision and adjustment in its goals and operation which reflects the additional requirements for employment in the public sector, is ideal for the preparation of people for the Personal and Public Service Occupations.

There are basically two broad classifications of Personal and Public Service Occupations based upon the nature of the service performed. The first classification, personal services, includes all those public service activities involved with meeting the needs of the individual for his own betterment as a member of society. The second classification, public services, includes all those public service occupations involving guardianship, maintenance, and improvement of the public domain for the general welfare of society.

Training is presently being done on the secondary, post-secondary and adult levels and will continue in this fashion. However, it appears there will be a significant increase in the amount of training for public service at the post-secondary level. This will be particularly true for the preparation of the technician and paraprofessional-level personnel. Formalized related and supervised work experience will continue and increase in importance for the preparation of persons in the Personal and Public Service Occupations.

Personal and Public Service Occupations include, but are not limited to, those occupations which provide services desired and needed by the consumer in the management of his home and possessions in addition to his day-to-day living. In the complex society of today, such services may include those related to government, education, health, welfare, safety, recreation, beautification, and others. Entry-level workers, self-employed or otherwise, will find themselves in relatively direct contact with the consumer using such services.

Included in this subject matter area are the items of information which identify various aspects of personal and public service occupations.

01.0601 Forest Conservationists -- A combination of subject matter and experiences concerned with forests as living communities of plants and animals in which trees are dominant species. Emphasis is on the multiple use of forest lands and resources.

Representative occupations are: Fire Lookout, Fire Warden, Forest Aide, Fire Patrolman, Forest Fire Fighter, Jumpmaster, Suppression Crew Leader.

01.0602 Recreation Director (Park Ranger) -- The study of recreation as one of the multiple uses of land, including emphasis of the principles of conservation. Included in instruction are examples of recreation activities which can be established, maintained and managed, such as fishing, picnicking, hunting, camping, and native study.

Representative occupations are: Park Ranger, Fish and Game Warden, Park Caretaker, Camp Ground Caretaker, Park Worker, Park Manager, Hunting and Fishing Guide.

01.0605 Water Conservationist -- A combination of subject matter and practical experiences concerned with water conservation practices such as prevention of soil erosion, sedimentation, other pollution, seepage, and evaporation, flood control; aquatic week control; and the development, conservation, and management of water supplies for agricultural, domestic, industrial, and recreational purposes.

A representative occupation is: Industrial Waste Inspector.

04.1100 Hotel and Lodging -- Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging, lodging and meals, convention facilities, and other services on a year-round or seasonal basis to the general public or to an organization's membership.

Representative occupations are: Desk Clerk Hotel Clerk, Travel Clerk, Bell Captain, Doorman, Porter, Room Service Clerk, Check Room Attendant, Elevator Operator.

04.1500 Personal Services -- Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishments primarily engaged in providing services. Generally, these services are concerned with personal improvement and the care of a person or his apparel. Included in this category are laundries and dry cleaning establishments, shoe repair shops, funeral homes, photographic studios, and dance or art studios.

Representative occupations are: Barber Shop Manager, Beauty Shop Manager, Cemetery Manager, Laundry Superintendent, Branch Store Manager for Dry Cleaning Establishments, Manager of Photograph Studio, Service Establishment Attendant.

04.1800 Recreation and Tourism -- Organized subject matter and learning experiences related to the variety of sales, counseling, and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in providing amusement, recreation, entertainment, recreational supplies and equipment, or travel services. This instructional program is also designed for employees and management personnel engaged in other travel serving businesses who assume responsibilities for stimulating the local economy through tourism.

Representative occupations are: Golf Club Manager, Theatre Manager, Hobby Shop Director, Booking Agent, Business Agent, Tourist Director, Recreation Center Director, Bowling Floor Deskman, Recreation Facility Attendant, Recreational Aides, Life Guard, Crafts Director.

04.1900 Transportation -- Organized subject matter and learning experiences related to the physical movement of people, personal effects and products, and the sales, storing, and sales-supporting tasks performed by distributive employees and management personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation.

Representative occupations are: Airplane Stewardess, Pullman Porter, Bus Hostess, Train Hostess, Baggageman, Railway Express Agent, Baggage-and-Mail Agent, Reservation Clerk, Documentation Supervisor, Bus Driver, Road Supervisor, Bus Dispatcher, Transportation Agent, Airplane Dispatch Clerk, Truck Driver, Freight Handler, Dock Supervisor, Truck Loaders, Warehouse Manager, Warehouse Worker.

09.0201 Care and Guidance of Children -- Preparation for various kinds of employment related to child care centers and young children, e.g., assisting directors of child day care centers or nursery schools, assisting with activities on playgrounds and in recreation centers, and caring for children in homes and in such public places as stores, playgrounds, recreation centers, and transportation terminals. Included as 16.0501 Child Care Center Assistant, 16.0502 Hospital Children's Division Assistant and 16.0503 Teacher's Assistant at the Preprimary Level under Technical Education.

Representative occupations are: Nursemaid, Foster Mother, Child Care Attendant, Child Care Assistant, School Child Care Attendant, Nursery School Assistant.

09.0202 Clothing Management, Production, and Services -- Preparation for employment concerned with clothing and textiles, e.g., fitting and altering ready-made garments, custom tailoring and dressmaking, laundry-drycleaning work, demonstration work, and technical work in business and industry.

Representative occupations are: Laundress, Clothing Maintenance Specialist, Wardrobe Speciality Worker, Wardrobe Mistress, Wardrobe Attendant, Dressmaker, Seamstress, Garment Examiner, Garment Inspector, Costumer, Alterationist.

09.0203 Food Management, Production, and Services -- Preparation for various kinds of employment related to institutional and commercial food services.

Representative occupations are: Caterer, School Lunch Program Director, Cafeteria Manager, Food Products Tester, Plant Hostess, Cook, Baker, Chef, Kitchen Supervisor, Food Service Supervisor, Caterer Helper.

09.0204 Home Furnishings, Equipment, and Services -- Preparation for various kinds of employment related to home furnishings and/or equipment. It includes assisting purchasers in the selection of suitable home furnishings and/or equipment, assisting interior decorators, and custom-making of curtains, draperies, slip covers, and similar items.

Representative occupations are: Home Lighting Demonstrator Supervisor, Home Service Representative, Home Lighting Adviser, Slip Cover Cutter, Hand Sewer, Drapery Operator, Slip Cover Seamstress, Ruffler-Machine Operator, Drapery and/or Curtain Seamstress, Furniture Upholsterer.

09.0205 Institutional and Home Management and Supporting Services -- Preparation for various kinds of employment related to institutional and home management services. These include institutional housekeeping, executive housekeeping, and hotel and motel housekeeping.

Representative Occupations are: House Mother, Executive Housekeeper, Management Aides, Home Housekeeper, Inspectress, Maid, Hospital Maid, Home Health Aide, Aide to the Elderly.

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14.0601 Educational Assistants and Training Specialists -- Programs concerned with the training of personnel in the facilitating functions of an organization, dealing with personnel such as teacher aides in education, training specialists in industry, and others.

> Representative occupations are: Teacher Aide, Safety Director in Education, Playground Aide, School Security Aide, General School Aide, Counselor's Aide.

16.0110 Environmental Control Technology, Other -- Include here other organized subject matter and experiences emphasized in environmental-control technology which are not listed above.

> Representative occupations are: Air Analyst, Smoke Tester.

16.0602 Fire and Fire Safety Technology -- A planned sequence of classroom instruction (including the appropriate sciences such as chemistry) and practical experiences designed to prepare the student to function as a fire control and fire safety specialist. The program is planned to enable the student to acquire competency and knowledge in one or more of such diverse fields as: structural design and materials; meteorological factors impinging upon fire situations; fire fighting and control, wherein he inspects equipment and advises as to its proper usage based upon an understanding of the chemistry of combustion and the most modern techniques for coping with fires; the handling of hazardous materials (such as petroleum products, and other volatile, explosive, or corrosive materials; either routinely or in an accident situation; the inspection of public and private property to evaluate fire and fire safety conditions, wherein he makes recommendations for correction of unsafe conditions; advising local governments, private industries, and individual citizens concerning the prevention of accidents and fires; conducting educational activities, through regular school programs or special campaigns to promote fire safety and the prevention of accidents and fires.

16.0605 Police (Law Enforcement and Corrections) Science Technology -- A planned sequence of classroom instruction and laboratory experiences designed to prepare a student to function as one or more of the following: (1) a generalist in any law enforcement agency concerned with patrol and investigative activities, traffic control, initial contact with the public such as obtaining information, preparing reports, and testifying in court; (2) an evidence technician operating in a crime laboratory or mobile unit concerned with the connection, preparation, and transportation of physical evidence --

including the use of skills in photography and report writing and (3) a technician -- primarily concerned with delinquency or crime prevention -- who may be employed by a police agency, juvenile court, or correctional institution to (a) carry out responsibilities which may include investigation and referral of dependent-neglected children as well as delinquent and youthful offenders, (b) supervise persons on probation, or (c) provide rehabilitative services to offenders.

17.0701 Interior Decorating -- Organized learning experiences concerned with the application of art principles to the design, selection, and arrangement of materials and objects in interiors or residential and commercial structures, and in ships and aircraft to achieve aesthetic effects or as a media for conveying ideas.

Representative occupations are: Interior Designer and Decorator, Visual Information Specialist, Sketcher, Stage Scenery Designer.

17.1100 Custodial Services -- Classroom and shop experiences concerned with all phases of the care and cleaning of buildings, fixtures, and furnishings, including all types of building interiors such as linoleum, plastic, terrazzo, tile and wood floors; rugs; and plastic, wood panel, paint and synthetic wall coverings.

Skills are taught in the use and care of hand and power tools for such operations as dusting, dust mopping, wet mopping, scrubbing, waxing, and refinishing, and the cleaning of toilet rooms, windows, and walls. Additional emphasis is on (1) characteristics of various cleaning agents and protective coatings -- and procedures for applying them; (2) sanitation and disinfectants; (3) scheduling work; and (4) purchasing custodial supplies.

Some representative occupations are: Janitor, Porter, Floor Waxer, Window Washer, Wall Washer.

17.1600 Fabric Maintenance Services -- Classroom and laboratory experiences concerned with all phases of maintenance service on all types of fabrics. Instruction emphasizes identifying, marking and entering, sorting, assembling, wrapping, and bagging clothing and other fabrics; a wide range of information dealing with dry cleaning and spotting agents, detergents, bleaches and dyes; effects of heat on various fabrics; skills involved in the use of handtools and power equipment such as power presses for flat work, roller presses, washers, extractors, and dryers; and alteration and repair of fabrics.

Representative occupations are: Machine Presser, Hand Presser, Form Presser, Glove Former, Stretcher

Drier Operator, Assembler, Checker, Inspector, Launderette Attendant, Tumbler Operator, Marker, Seamstress, Garment Folder.

17.1601 Dry Cleaning -- Classroom and practical experiences concerned with theory and knowledge in dry cleaning plant management and processes. Instruction includes receiving garments, inspecting, dry and wet cleaning, identifying spots and spotting, pressing, dyeing, sorting and wrapping wearing apparel, household furnishings, and other articles of textile construction or leather. Also emphasized are experiences concerned with various cleaning agents, kinds of fabrics, alteration and repair of articles, and uses of hand and power tools and equipment.

Representative occupations are: Spotter, Dry Cleaner Apprentice, Hand Dry Cleaner, Fur Cleaner, Hand Fur Cleaner, Furniture Cleaner, Leather Cleaner, Hat Cleaner, Steamer, Silk Finisher, Blocker, All-Around Presser, Rug Measurer, Vault Custodian, Rug Inspector, Cleaner and Presser, Hatter, Rug Conveyor Operator, Spot Cleaner, Dry Cleaner.

17.1602 Laundering -- Classroom and practical experiences concerned with theory and knowledge in laundering plant management and processes. Instruction includes receiving garments, inspecting, washing fabrics, spotting, ironing and pressing, dyeing, bleaching, sorting, and folding and wrapping wearing apparel and household and other articles of textile construction. Also emphasized are experiences concerned with various cleaning agents (including detergents), types of fabrics, and uses of hand and power tools and equipment.

Representative occupations are: Laundry Foreman, Ticket Girl, Flatwork Tier, Classifier, Machine Rug Cleaner, Hand Laundryman, Conditioner-Tumbler Operator, Laundryman, Starcher, Patching Machine Operator, Machine Washer, Laundry Laborer, Press Operator, Shirt Presser, Laundry Operator, Folding Machine Operator, Extractor Operator.

17.2601 Barbering -- Classroom and practical experiences concerned with hair cutting and styling, shaving, shampooing and massaging. Emphasis is on hygiene, skin and scalp diseases, and sterilization of instruments and utensils. Instruction is designed to qualify pupils for licensing examinations.

Representative occupations are: Barber, Scalp Treatment Operator, Hair Stylist.

17.2602 Cosmetology -- Classroom and practical experiences concerned with a variety of beauty treatments, including the care and beautification of the hair, complexion, and hands. Instruction includes training in giving shampoos, rinses, and scalp treatments; hair styling, setting, cutting, dyeing, tinting, and bleaching; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management (including keeping records), and customer relations also are emphasized. Instruction is designed to qualify pupils for the licensing examination.

Representative occupations are: Manicurist, Make-Up Supervisor, Cosmetologist, Apprentice Cosmetologist, Wig Dresser, Body Make-Up Woman, Make-Up Man; Hair Stylist.

17.2801 Fireman Training -- Specialized classroom and practical experiences concerned with the practices and techniques of firefighting. Instruction treats the organization of a community fire department; the chemistry of fire; the use of water and other materials in fighting fires; the various kinds of materials in fighting fires; the various kinds of firefighting equipment and aids and their uses, such as extinguishers, pumps, hose, rope, ladders, gas masks, hydrants, and standpipe and sprinkler systems; methods of entry; rescue principles, practices, and equipment; salvage equipment and work; fire and arson investigation; inspection techniques; and radiation hazards.

Representative occupations are: Fire Chief, Battalion Chief, Fire Prevention Bureau Captain, Fire Captain, Fire Chief, Fire Inspector, Fire Marshal, Fire Fighter.

17.2802 Law Enforcement Training -- Specialized classroom and practical experiences designed to supplement the training provided by officially designated law enforcement agencies. Instruction includes acquiring and maintaining the uniform; patrolling on foot or in an automobile during the day or at night; dealing with misdemeanors, felonies, traffic violations and accidents; making arrests; and testifying in court.

Representative occupations are: Police Chief, Desk Officer, Chief Desk Officer, Homicide Commanding Officer, Investigation Commanding Officer, Harbor Police Commanding Officer, Motor Equipment

Commanding Officer, Motorcycle Squad Commanding Officer, Detective Chief, Harbor Master, Head Matron, Highway Patrol Pilot, Precinct Police Captain, Precinct Police Lieutenant, Precinct Police Sergeant, Traffic Lieutenant, Traffic Sergeant, Police Academy Instructor, Detective, Accident-Prevention Squad, Narcotics Investigator, Patrol Conductor, Patrolman, Police Inspector, Policewoman, State Highway Patrolman, Fingerprint Classifier, Matron, Shopping Investigator, Floorman, House Officer, Store Detective, Bailiff, Deputy Sheriff.

17.2901 Baker -- Specialized classroom and practical work experiences associated with the preparation of bread, crackers, cakes, pies, pastries and other bakery products for retail distribution or for consumption in a commercial food service establishment. Instruction includes making, freezing, and handling of bake products; decorating; counter display; and packaging of merchandise. Training prepares the pupil as an all-around baker, although he may be employed in the production of any one type of goods such as pastries.

Representative occupations are: Head Baker, Pizza Baker, Pastry Cook, Baker, Pie Maker, Baker Helper, Dough Mixer, Dough-Mixer Operator, Cake Decorator, Depositing-Machine Operator, Batter Scaler, Oven-Man.

17.2902 Cook/Chef -- Specialized classroom and practical work experiences concerned with the preparation and cooking of a variety of foods. Included is study of the use and care of equipment; food standards such as the selection and preparation of food and the determination of size of servings; sanitation procedures, including food handling; cooking methods such as broiling and steaming; and the preparation of special dishes such as soups, salads, garnishes, souffles, and meringues. Although the pupil qualifies as an all-around worker, he may, depending on the size of the establishment, specialize in the preparation of specific types of foods, e.g., vegetables, meats, or sauces.

Representative occupations are: Chef, Pastry Chef, Executive Chef, Cook, Garde Manager, Short Order Cook, Specialty Cook, Combination Man, Second Cook and Baker, Pantryman, Sandwich Man, Cook Helper, Packer.

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17.2903 Meat Cutter -- Specialized classroom and practical work experiences concerned with the cutting, trimming, and preparation of carcasses and consumer-size portions for sale by wholesale or retail establishments, or for cooking in a food service establishment. Instruction is provided in the use of certain meatcutting tools, identification of and techniques used in cutting different cuts of meats, dressing poultry, processing fish, counter display, and refrigeration of meats, poultry, and fish.

Representative occupations are: Meat Butcher, Carver, Meat Cutter, Meat Cutter Apprentice.

17.2904 Waiter/Waitress -- Specialized classroom and practical work experiences in table preparation, food handling and serving. Instruction is provided in personal cleanliness and appearance, sanitary handling of food and equipment, setting a table, receiving and seating guests, taking orders and interpreting the menu, carrying the tray and dishes, placing orders in the kitchen, serving procedures, making out checks, accepting money and making change for checks, and proper relation with fellow employees and customers.

Representative occupations are: Counter Supervisor, Waiter Captain, Head Waiter, Bus Boy, Car Hop, Steam Table Cook, Cafeteria Counterman, Crib Operator, Buffet Waiter, Dining Car Waiter, Formal Waiter, Outside Delivery Waiter, Room Service Waiter, Camp Waitress, Food and Beverage Order Clerk, Fountain Man, Head Waiter, Waiter, Waitress.

17.3300 Textile Production and Fabrication -- Classroom and shop experiences concerned with all aspects of the fabrication of textiles and similar materials. Instruction emphasizes the fabrication and repair of garments constructed of cotton, wool, synthetic fibers, or furs; apparel accessories, e.g., handbags, belts, shoes, and gloves; white goods, such as sheets and pillowcases; and furnishings, such as slip covers, drapes, and curtains.

Representative occupations are: Sample Stitcher, Garment Alteration Examiner.

17.3301 Dressmaking -- Specialized classroom and laboratory experiences concerned with the construction, alteration, and fitting of women's apparel, such as dresses, coats, and suits. Instruction includes sketching; style, line, and color in fashion design; patternmaking; cutting fabric to patterns; draping; machine and handstitching; altering finished garments, including cleaning and pressing; and classification, identification, and selection of fabrics.

Representative occupations are: Women's Garment Alterations Seamstress, Women's Garment Fitter, Seamstress or Dressmaker.

17.3302 Tailoring -- Specialized learning experiences concerned with the fabrication and alteration, by hand and machine, of all types of men's, women's, and children's outer garments. Instruction includes taking measurements; preparing patterns; cutting, sewing, and fitting; hand and powered machine sewing; hand and machine pressing; and making repairs and alterations, from start to finish, according to patterns and designer's specifications.

Representative occupations are: Lining Finisher, Master Tailor, Alteration Tailor, Men's Garment Fitter, Shop Tailor.

CONTENTS BY

OFFICE OF EDUCATION

INSTRUCTIONAL CODES AND TITLES

(Alphabetic Listing)

		Page
14.0101	ACCOUNTANTS	13
14.0100	ACCOUNTING & COMPUTING OCCUPATIONS	13
14.0801	ADMINISTRATIVE ASSISTANTS	20
04.0100	ADVERTISING SERVICES	9
01.0201	AG CHEMICALS	2
01.0306	AG CONSTRUCTION & MAINTENANCE	4
01.0307	AG ELECTRIFICATION	4
01.0300	AG MECHANICS	3
01.0305	AG MECHANICS SKILLS	4
01.0301	AG POWER AND MACHINERY	3
01.0100	AG PRODUCTION	1
01.0400	AG PRODUCTS	5
01.0600	AG RESOURCES (CONSERVATION, ETC.)	6
01.0302	AG STRUCTURES & CONVENIENCES	3
01.0200	AG SUPPLIES & SERVICES	2
16.0102	AG TECHNICIAN	5
17.0100	AIR CONDITIONING	28
17.0401	AIRCRAFT MAINTENANCE	30
17.0402	AIRCRAFT OPERATIONS	30
17.0403	AIRCRAFT OPERATIONS, GROUND	31
01.0101	ANIMAL SCIENCE	1
17.0200	APPLIANCE REPAIR	29
16.0103	ARCHITECTURAL TECHNICIAN (BUILDING CONSTRUCTION)	35
17.0302	AUTO MECHANICS	30
04.0300	AUTOMOTIVE (SALES)	9
17.0300	AUTOMOTIVE SERVICES	29
16.0104	AUTOMOTIVE TECHNICIAN	30
17.2901	BAKER	55
17.2601	BARBERING	53
17.0301	BODY AND FENDER	29
14.0102	BOOKKEEPERS	13
14.0200	BUS. DATA PROCESSING (ALSO INTRO. TO)	14
17.0600	BUSINESS MACHINE MAINTENANCE	31
09.0201	CARE & GUIDANCE OF CHILDREN	49
17.1001	CARPENTRY	33
14.0103	CASHIERS	13
16.0105	CHEMICAL TECHNOLOGY	45
16.0106	CIVIL TECHNICIAN	36
14.0803	CLERICAL & OFFICE SUPERVISORS	21

Page

14.0901 CLERK-TYPISTS 21
09.0202 CLOTHING MNGT., PROD. & SERVICES 50
17.0700 COMMERCIAL ARTIST 31
16.0601 COMMERCIAL PILOT TRAINING 31
17.0900 COMMERCIAL PHOTOGRAPHY 32
14.0401 COMMUNICATION SYSTEMS CLERK & OPERATORS 17
17.1501 COMMUNICATIONS SYSTEMS - INSTAL. & MAINT. 37
07.0906 COMMUNITY HEALTH AIDE 26
17.1901 COMPOSITION. MAKEUP & TYPESETTING 39
14.0201 COMPUTER & CONSOLE OPERATORS 14
14.0203 COMPUTER PROGRAMMERS 15
17.1000 CONSTRUCTION & MAINTENANCE TRADES 32
17.2902 COOK/CHEF 55
14.0402 CORRESPONDENCE CLERKS 18
17.2602 COSMETOLOGY 54
17.1100 CUSTODIAL SERVICES 52
01.0401 DAIRY PRODUCTS 5
14.0804 DATA-METHODS & SYSTEMS PROCEDURES ANALYSTS 21
07.0100 DENTAL 23
07.0101 DENTAL ASSISTING 23
07.0102 DENTAL HYGIENE (ASSOC. DEGREE) 23
07.0103 DENTAL LABORATORY TECHNICIAN 24
17.2308 DIE SINKING 43
17.1200 DIESEL MECHANIC 34
04.9900 DISTRIBUTIVE EDUCATION MARKETING - GENERAL 13
17.1300 DRAFTING 35
17.3301 DRESSMAKING 56
17.1601 DRY CLEANING 53
14.0301 DUPLICATING MACHINE OPERATIONS 17
14.0601 EDUCATIONAL ASST. & TRAINING SPECIALISTS 51
17.0201 ELECTRICAL APPLIANCES REPAIR 29
16.0107 ELECTRICAL TECHNICIAN 36
17.1002 ELECTRICIAN (CONSTRUCTION) 33
16.0109 ELECTROMECHANICAL TECHNICIAN 39
17.1500 ELECTRONICS OCCUPATIONS 37
16.0108 ELECTRONIC TECHNICIAN 38
16.0100 ENGINEERING-RELATED TECHNICIAN 45
16.0110 ENVIRONMENTAL CONTROL TECHNOLOGY 51
14.0701 EXECUTIVE SECRETARY 20
17.1600 FABRIC MAINTENANCE SERVICES 52
01.0104 FARM BUSINESS MANAGEMENT 2
01.0103 FARM MECHANICS 2
01.0202 FEEDS 3
01.0204 FERTILIZERS (PLANT FOOD) 3
14.0302 FILE CLERKS 17
14.0300 FILING. OFFICE MACH. & GENERAL OFFICE CLERICAL 17
04.0400 FINANCE & CREDIT 10
16.0602 FIRE AND FIRE SAFETY TECHNOLOGY 51

BEST COPY AVAILABLE

		Page
17.2801	FIREMAN TRAINING	54
01.0502	FLORICULTURE	5
04.0600	FOOD DISTRIBUTION (SALES)	10
09.0203	FOOD MANAGEMENT, PROD. & SERVICES	50
04.0700	FOOD SERVICES (SALES) & DIST.	10
07.0908	FOOD SERVICE SUPERVISOR	27
17.1700	FOREMANSHIP, SUPERVISION, & MNGT. DEVELOPMENT	39
01.0700	FORESTRY (PROD., PROCESSING, MNGT., MKTG., & SERVICES)	7
16.0603	FORESTRY TECHNOLOGY	7
01.0601	FOREST CONSERVATIONISTS	6
17.2301	FOUNDRY	41
04.0800	GENERAL MERCHANDISE (SALES)	10
14.0303	GENERAL OFFICE CLERKS	17
17.1009	GLAZING	34
01.0503	GREENHOUSE OPERATION & MNGT.	6
04.0900	HARDWARE, BLDG. MAT., FARM & GARDEN (SALES)	11
07.0900	HEALTH OCCUPATIONS EDUCATION	26
17.0102	HEATING	29
17.1003	HEAVY EQUIPMENT (CONSTRUCTION)	33
07.0202	HISTOLOGIST	24
09.0204	HOME FURNISHINGS, EQUIP., & SERVICES	50
04.1100	HOTEL & LODGING	48
17.1401	INDUSTRIAL ELECTRICIAN	36
17.1502	INDUSTRIAL ELECTRONICS	37
04.1200	INDUSTRIAL MARKETING (SALES)	11
16.0111	INDUSTRIAL TECHNICIAN	45
14.0400	INFORMATION COMMUNICATION ASSISTANT	17
07.0903	INHALATION THERAPY	26
09.0205	INSTITUTIONAL & HOME MNGT. SUPPORTING SERVICES	50
16.0112	INSTRUMENTATION TECHNICIAN	40
04.1300	INSURANCE (SALES)	11
17.0701	INTERIOR DECORATING	52
14.0602	INTERVIEWERS & TEST TECHNICIANS	19
14.0202	KEYPUNCH CODING & PERIPHERAL OPERATORS	14
01.0504	LANDSCAPING	6
17.1602	LAUNDERING	53
17.2802	LAW ENFORCEMENT TRAINING	54
17.1402	LINEMAN	36
17.1903	LITHOGRAPHY, PHOTOGRAPHY & PLATEMAKING	40
01.0703	LOGGING (HARVESTING & TRANSPORTING)	7
14.0104	MACHINE OPERATORS (BILLING, BOOKKEEPING & COMPUTING)	14
17.2302	MACHINE SHOP	41
17.2303	MACHINE TOOL OPERATIONS	41
17.1004	MASONRY	33
14.0500	MATERIALS SUPPORT (OCCUP. (TRSP'G., STORING, REC'DING)	18
17.2903	MEAT CUTTER	56
16.0113	MECHANICAL TECHNICIAN	46
07.0904	MEDICAL ASST. (ASST. IN PHYSICIAN'S OFFICE)	26
07.0203	MEDICAL LABORATORY ASSISTANT	24

		Page
07.0200	MEDICAL LABORATORY TECHNOLOGY	24
07.0801	MENTAL HEALTH TECHNICIAN	26
14.0405	MESSENGER & OFFICE BOYS AND GIRLS	18
17.2303	METAL PATTERNMAKING	43
17.2304	METAL TRADES, COMBINED	42
16.0114	METALLURGICAL TECHNICIAN	43
17.3601	MILLWORK & CABINET MAKING	45
07.0909	MORTUARY SCIENCE	27
01.0400	NONFOOD PRODUCTS (PROCESSING, INSPEC. & MKTG.)	5
07.0300	NURSING	24
07.0301	NURSING (ASSOC. DEGREE)	24
07.0302	NURSING, PRACTICAL (VOCATIONAL)	24
07.0303	NURSING AIDE	25
07.0401	OCCUPATIONAL THERAPIST	25
14.0805	OFFICE MANAGERS & CHIEF CLERKS	21
16.0400	OFFICE TECHNICIAN	21
07.0603	OPTOMETRIST ASST.	26
01.0500	ORNAMENTAL HORTICULTURE (PROD. PROC. MKTG. & SER.)	5
17.1005	PAINTING & DECORATING	34
04.1500	PERSONAL SERVICES SALES	48
14.0603	PERSONNEL ASST.	19
14.0600	PERSONNEL, ADMINISTRATOR	19
04.1600	PETROLEUM (SALES)	11
16.0116	PETROLEUM TECHNICIAN	46
17.0901	PHOTOGRAPHIC LAB. & DARKROOM OCCUPATIONS	32
07.0402	PHYSICAL THERAPIST	25
01.0102	PLANT SCIENCE	2
17.1006	PLASTERING	34
17.1007	PLUMBING & PIPEFITTING	34
16.0605	POLICE (LAW ENFORCEMENT & CORR.) SCIENCE TECHNOLOGY	51
17.1902	PRINTING PRESS OPERATORS	40
17.0703	PRODUCT DESIGNER	32
07.0403	PROSTHETICS	25
17.3202	PUMPING PLANTS	44
14.0502	QUALITY CONTROL CLERKS	19
17.1502	RADIO/TELEVISION REPAIR	38
04.1700	REAL ESTATE (SALES)	12
14.0406	RECEPTIONISTS & INFORMATION CLERKS	18
01.0602	RECREATION DIRECTOR (PK. RANGER - MGR.)	48
04.1800	RECREATION & TOURISM (SALES)	49
17.3000	REFRIGERATION MAINTENANCE & REPAIR	43
07.0400	REHABILITATION ASSISTANT	25
04.2000	RETAIL TRADES - SALES	12
16.0117	SCIENTIFIC DATA PROCESSING	16
14.0702	SECRETARIES	20
01.0203	SEEDS (AG RESOURCES)	3
14.0503	SHIPPING & RECEIVING CLERKS	19
17.2305	SHEET METAL WORKER	42
17.3402	SHOE REPAIR	44

		Page
17.1905	SILK/SCREEN MAKING & PRINTING	40
17.3100	SMALL ENGINE REPAIR, INTERNAL, COMBUSTION	44
01.0603	SOIL (AG RESOURCES) CONSERVATIONIST	7
01.0303	SOIL MANAGEMENT	4
14.0703	STENOGRAPHERS	20
14.0700	STENOGRAPHIC, SECRETARIAL & RELATED OCCUPATIONS	19
14.0800	SUPERVISORY & ADMINISTRATIVE MNGT. OCCUPATIONS	20
07.0305	SURGICAL TECHNICIAN (OPERATING ROOM TECH.)	25
14.0204	SYSTEMS ANALYSTS	15
17.3302	TAILORING	57
14.0105	TELLERS	14
17.3300	TEXTILE PROD. & FABRICATION	56
17.2307	TOOL & DIE MAKING	42
04.1900	TRANSPORTATION SERVICES & SALES	12
01.0506	TURF MANAGEMENT	6
17.3500	UPHOLSTERING	44
17.2102	WATCHMAKING & REPAIR	40
17.2904	WAITER/WAITRESS	56
01.0605	WATER (AG RESOURCES) CONSERVATIONIST	48
01.0304	WATER MANAGEMENT	4
17.2306	WELDING & CUTTING	42
04.3100	WHOLESALE TRADES & SALES	13
01.0604	WILDLIFE (INCLUDING GAME FARMS & HUNTING AREAS) CONSERVATIONIST	7
01.0704	WOOD UTILIZATION	7